My APP EDUC

EDUCATION HANDBOOK
for the MyAppEduc application

Contents

Are you a teacher? Are you a parent? Are you a librarian? Or are you just curious about this project which promotes digital media literacy through school-family-library collaborative education?

Welcome to the MyAppEduc project!

This project aims to support schools, families and libraries in their efforts to accompany or educate children[1] aged 5 to 12 in their digital practices.

The project's main tool is MyAppEduc, a free application that can be downloaded from the PlayStore and AppStore.

The app features activities for children to complete at home, at school and at the library. These are organised into activity itineraries on three theme islands:

- **Island of digital and media use**
- **Island of information**
- **Island of digital emotions**

The activities were designed so as to be handled intuitively and in a complementary way by teachers, families and librarians. The activities in each itinerary are structured in a chronological and logical way, and they trace a true complementarity between the three contexts where teachers, librarians and parents partner to support the digital uses of young children in a fun and creative way.

Are you a teacher? Download the app to your tablet or smartphone to discover it, then refer to this handbook to integrate our media literacy approach to your teaching objectives and programmes. Then, all you have to do is enlist the help of parents and librarians to get started!

Are you a librarian? Download the App to your tablet or smartphone and explore the islands and activities as you discover their description in this handbook. Also, and most importantly: download the "*Inspiration booklet: Delivering digital media literacy workshops in libraries*". Specifically designed for librarians, this booklet includes some fifteen workshops on digital media literacy for school and/or family audiences. There, you will find a selection of workshops specifically related to the app's three theme islands, and which are included in this handbook. A collection of tools that are sure to win over potential school or family partners!

Are you a parent? Download the app to your tablet or smartphone, travel through it and then invite your child's teacher to find out about the project through the app, this handbook or the project page www.myappeduc.eu. Do you know any librarians who might be interested? Spread the word! And then get started!

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[1] Read all the information about the project at www.myappeduc.eu

All the necessary resources are available on the www.myappeduc.eu website, in your relevant section:
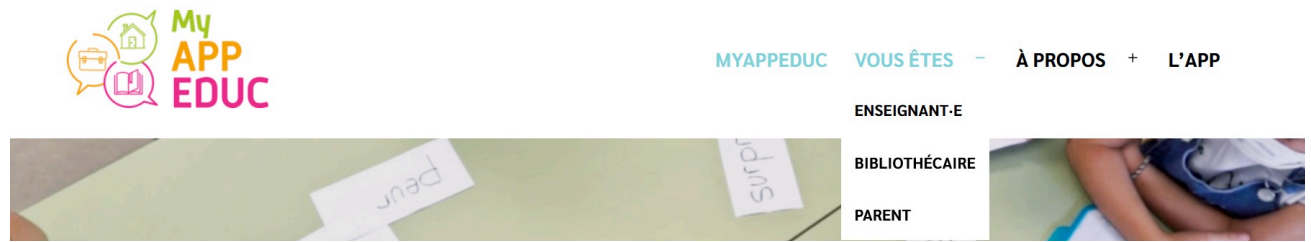
If you have any questions, you may also write us at: info@myappeduc.eu.

Enjoy your discovery!

The media literacy educators behind the project,

Media Animation ASBL (Belgium) - Zaffiria (Italy) – Fréquence Écoles (France)
And their UFAPEC (Belgium) partner

What is the goal of this education handbook?

The focal point of this media literacy project is the **MyAppEduc application**, which is available for free on the AppStore (iOS) and PlayStore (Android) and can be downloaded to a tablet or a smartphone for use in a family or school context.

As for this handbook, its sole purpose is to support teachers in understanding the app's media literacy proposition and to walk them through the educational implementation of the activities, including by strengthening the collaboration with parents and libraries, which is fundamental to the MyAppEduc project's principle of collaborative education.

Therefore, this guide starts out with some basic advice to facilitate the **school-families partnership** around MyAppEduc.

Then, following the same structure, an educational approach is developed for each theme-island.
- An **island summary** that introduces the context and the theme's common thread
- An **indication of the ideal age** of students and **duration of the itinerary**, with the possibility for teachers to adapt the activities to the students' acquired skills, time available, etc.
- An **additional note** highlighting, where needed, a few prerequisites or organisational arrangements
- A **suggested itinerary** of activities depending on whether they are to be completed at school, at home or in a library. These are merely suggestions as most of the activities may be carried out in the three contexts.
- Clear links to the national **competence frameworks** involved, where these exist. The references to Italian programmes are only included for the overall description of the theme.
- **A suggested adaptation for distance learning** which, in relation to the COVID-19 health crisis, gives a first indication of how to switch the activities to partial or full distance-learning mode.
- **A description of each activity** in the form of activity sheets**:**
  - The specific goals
  - The competencies leveraged
  - The educational development of the activities in and outside the app.
  - Ideas for adapting the system to distance learning

- A separate explanation on how to complete the app activity at home, to be adapted by the teacher and shared with parents (via the class bulletin, internal communication tool, etc.)
- Suggestions for assessment.

Finally, several suggestions **for assessing the MyAppEduc educational approach** are made at the end of the handbook, including an in-app activity which aims to encourage an evaluation of the family's experience.

It's your turn to play now!

How to facilitate school-family collaboration around MyAppEduc.

The MyAppEduc project aims for a genuine and comprehensive synergy **between parents and teachers, a positive and enjoyable partnership between the adults who are the most important and meaningful to the children**.
First of all, the mere fact that adults and children will download an application together and use it collaboratively is an important aspect of the project. It aims to encourage new practices, new ways of thinking, to promote dialogue and shared experiences between adults and children. The application does this through the use of drawings, sounds, images and words, with a view to opening up new realms of diversity by targeting a key requirement nowadays: supporting the digital practices of children.

Beyond the complicity between the adult and the child when using the MyAppEduc application, **the aim is also to encourage schools and families to collaborate**. Implementing such a partnership can be tricky and we encourage teachers, school principals as well as parents' unions to consider this, in particular by using this guide to best practices. You will find testimonials and advice from teachers, parents and librarians who participated in the project.

Meanwhile, we suggest **focusing on the communication** between teachers and parents to make the most of their collaboration through the MyAppEduc application. Here are some tips:

Find out about the families' equipment and communication habits beforehand;

Choose the communication tool that is most widely used or that does not require any specific equipment or skills;

Plan for moments of exchange (meetings, evening sessions) to launch, readjust and assess the partnership;

Encourage ongoing communication between teachers and parents through the project activities (participation in the activities, feedback, messages, etc.);

Spark (or fuel) enjoyment in the partnership and communication modes between the school and families.

We wish you a successful experience!

MyAppEduc: 3 theme islands

Educational implementation of the activities for each island

Island of digital and media use

Summary of the island—narrative arc

On this island, students will be brought to question their uses of digital media (smartphone, tablet, game console, etc.) and they will be guided progressively through the creation of a digital media charter of uses at school and at home. Children will be invited to understand the meaning and usefulness of pictograms, in order to create their own using this chart.

The island consists of four main steps:

- What is a (digital) media? (1 classroom activity and one activity at home)
- The uses of digital media: (1 workshop at the library, 1 classroom activity and one activity at home)
- The pictograms (1 classroom activity and 1 activity at home)
- One charter of uses (1 classroom activity and 1 activity at home)

As for each island, the activities in this itinerary are split between school, the library and home. They are organised as follows:

Once students have defined in class the meaning of a digital media (Activity 1*: "Media or not media?")* they will be invited to discover the evolution of digital media through time (Activity 2: "*Media yesterday and today*"). This activity is an opportunity for them to discuss with their (grand)parents the media used by different generations. In activity 3 "*Puzzle MyVideo*"—complementary to the library workshop "*Exploring YouTube*"— children are immersed in the world of online platforms and discover their secrets through quizzes and small challenges, while reflecting on the place of such platforms in their daily lives. Back at school, they must imagine one or several media of the future (Activity 4: "*What media for the future?*" and their uses. This will help children to better understand the evolution of digital media and to grasp the multiplicity of their uses. Once they have learnt about the potential and various functions of digital tools in the classroom, students focus, together with their parents, on their personal use of screens at home (*Activity 5: "Screens and I at home*").

Gradually, and in preparation for creating their charter of the use of digital tools, children learn, in class, how to recognise pictograms (Activity 6: "*The pictograms*") and how to interpret them, at home (Activity 7: "*There are pictograms everywhere*"). At the end of this itinerary, children are invited to draw up the rules to include in their charter, in the form of pictograms regarding the use of digital technology at school (Activity 8: "Our

charter of digital media uses in pictograms") and at home (Activity 9: "Our picto-rules for using screens at home").

Recommended age	5-12 years old
Time to complete the itinerary	*5-6 hours in class* *1 hour at the library* *1 to 2 hours at home*

Overall objectives

Bring each student:

- To understand the concept of "media", then of "digital media"
- To identify the key functions of digital media;
- To understand and express rules using images
- To set (oneself) rules for the use of digital media

Additional note (Prerequisite)

The activity does not require any specific prerequisite. Younger children may however require the presence of an adult (teacher, librarian) to read the instructions.

Adults (parents, librarians, teachers) and children should complete the in-app activities and sessions together and help each other master the use of the tool (tablet, smartphone).

Itinerary suggestion

At school	At home	At the library
Step 1—What is a (digital) media? Goals: - Define what is a (digital) media. - Understand the evolution of media through time.		
#1 "Media or not media?"		
	#2 "Media yesterday and today"	
Step 2—The uses of digital media Goals: - Understand the diversity of uses of digital objects - Learn about the evolution of media through time		
		#3 "Puzzle MyVideo"
#4 "What media for the future?"		
	#5 "Screens and I at home"	

Step 3—The Pictograms Goals: - Understand the concept of pictograms. - Interpret the meaning of pictograms (according to their content and the context in which they are used).		
💼 #6 "The Pictograms"		
	🏠 #7 "There are pictograms everywhere"	

Step 4—A charter of uses Goals: - Draw up a charter of digital tool uses - Produce pictograms to illustrate the elements in the charter		
💼 #8 "Our charter of digital uses in pictograms"		
	🏠 #8 "Our picto-rules for using screens at home"	

Links to the competency framework

Cross-sectional goals:
- Develop creativity and a spirit of enterprise: create a work of art, a media production
- Know yourself and open up to others: develop collective / (self-)regulation strategies to solve problems collectively.

Specific expectations related to digital literacy:
- Comply, in the digital environment encountered, with the netiquette agreed upon in class - *Communication and Collaboration (P5)*
- Produce simple media content (i.e., sound, image, photo, video, text). - *Content creation (P3)*
- Develop, with the help of the teacher, a proactive attitude that considers the risks and dangers both for yourself and for others. - *FMTT/ Shared Content (P3/P4)*

Competencies of the Common base of knowledge, competencies and culture:
- Understand and express yourself orally
- Express yourself (emotions, opinions, preferences) and respect the expression of others
- Take shared rules into consideration
- Show a collective spirit
- Imagine, elaborate and produce
- Recognise spatial location and situation
- Analyse and understand human organisations and different representations of the world
- Cooperate with peers
- Complete a few steps of a scientific process

Specific competencies for media and information literacy:
- Discover and appropriate an information space and a working environment
- Writing, creating, publishing: carry out a collective production (Creation and Collaboration)
- Discover one's rights and responsibilities regarding media uses (citizenship and ability to act)
- Discovering different forms of media
- Research, identify and organise information (information and documentation skills)

	Activities planned in this itinerary may be structured within the framework of the National Guidelines for Mother Tongue and Technology:
	- Acquisition of the tools necessary for "functional literacy": learners must expand their oral skills and learn how to read and write properly while gradually increasing their vocabulary.
	- Experiment with different language uses (communicative, heuristic, cognitive, expressive, argumentative) and provide social learning environments conducive to dialogue, interaction, finding and building meanings, sharing knowledge, recognising points of view, verbally describing an experience at school or in other contexts.
	- The first readings of digital texts as opportunities to socialise and discuss learning content, but also to carry out individual and autonomous research to develop the capacity for concentration and critical thought, therefore as a particularly useful activity to promote the child's maturation process. Reading must also be practiced constantly on a broad range of texts types and forms (from continuous texts to forms, timetables, graphs, maps, etc.) for different goals and using task-functional strategies.
	- Listening and speaking - Participate collaboratively in a conversation, a discussion, a dialogue on topics concerning one's direct experience, by formulating questions, giving answers and providing explanations and examples. Understand the tasks and instructions for performing school and extra-curricular activities. Understand, in a discussion, the positions expressed by one's peers and expressing one's own opinion on a topic in a clear and relevant manner.
	- Follow written instructions to make products, regulate a behaviour, carry out an activity, follow a procedure through. Express experiences, emotions, states of mind in writing. Experiment freely, including using digital devices, with different forms of writing by adapting the vocabulary, text structure and possibly by supplementing text with multimedia.

Suggestion for distance learning adaptation

In class, the concepts covered during this itinerary are built up through numerous interactions. A contextualisation of each session is suggested in the classroom before it is carried out on the interactive app.

However, and following the specific context due to the COVID-19 health crisis during which this project was born, each activity sheet also comes with an adaptation so that activities may be completed in part or fully in distance learning.

For most of the MyAppEduc activities, it is possible to take screenshots to record the student's answers or suggestions when doing the activity at home. It is up to teachers to define the means by which they wish to receive these screenshots (WhatsApp group, instant messaging, email, online work platform) from families.

Step 1: What is a (digital) media?

GOALS
- Define what is a (digital) media - Understand the evolution of media through time.

DISCIPLINARY COMPETENCIES REQUIRED	
🇧🇪	**Historical training**: Ability to place present-day reality in a historical perspective, by highlighting continuities, changes and different development stages between then and now. **Manual, technical and technological training**: Ability to observe the historical and cultural evolution of a tool, a technique, a technological object.
🇫🇷	**Specific competencies for media and information literacy:** - Discovering different forms of media - Research, use and organise information

THE IN-CLASS ACTIVITY — Activity 1: "Media or not media?"

WITH THE CLASS GROUP
 	
What is a media?
 	
Place a set of familiar media devices on a table and invite students to identify what they have in common.
 	
The goal is to highlight the three dimensions of media:
    - Informational (the message)
    - Technical (the equipment, the device)
    - Social (the sender, the receiver)
 	
Students answer and debate freely. If needed, the teacher asks students to elaborate or to clarify their answers.
 	
Agree on a simple common definition (that implicitly includes all three dimensions)

For example:
- "A process by which a message is transmitted from one person to another",
- "Message transmitted to a person or to a group of people by means of a device",
- "Tool used to convey information (content) between people",
- …

Write the definition on the board.

Identify and list various other media outside and inside the classroom.

What is a "digital media"?

Form groups and invite students to classify the media freely in two categories. During the group discussion, ask each group to explain their categorisations.
⇨ If the "non digital media vs. digital media" classification doesn't appear, suggest it and ask students to identify the criteria used.

Ask students to define the concept of "digital media" (i.e.: media that share the following characteristics: they are computer-based and have a screen each).
Place new media in each category to invite students to continue.   This will help children to confirm or adjust the elements in their definition.

<div style="background-color:orange; color:white; text-align:center; font-weight:bold;">ON THE APP — ACTIVITY 1: "Media or not media?"</div>

The activity on the app is meant to practice the concepts built. It consists of two parts:

- **Step 1**: Telling media apart from a set of objects. Children are shown a series of illustrations. They must identify which illustrations show a media and to place these in the green square.
- **Step 2**: Telling *digital* media apart from a set of media. Children are shown a series of illustrations. They are asked to identify which of these represent *digital* media and to place the corresponding illustrations in the yellow square.

<div style="background-color:yellow; color:white; text-align:center; font-weight:bold;">ADAPTATION FOR DISTANCE LEARNING</div>

Before completing the task on the app ("*Media or not media*") it is preferable that children understand the concepts of "media" and "digital media".
If that is not possible, however, the app may be used as a tool to help build these concepts.

In that case:

1. Each student completes the activity on the app at home.
2. Using trial and error and observations, each student thinks up her or his own definition of a "media" (at the end of step 1) and "digital media" (after step 2). The definitions are then sent to the teacher
3. As soon as it is possible to work in class (or by videoconference): compare the definitions submitted by the students and build a common definition for each concept.

Students may then complete the planned activity at home without prior contextualisation. Unless, of course, it is possible to complete this contextualisation step by videoconference. In that case, photos of old/ current objects can be displayed on screen.

WITH THE CLASS GROUP - BACKGROUND INFORMATION TO HELP PREPARE THE ACTIVITY AT HOME

Media through time

In class, children understood what a media is, as well as a digital media. There are many different types of media and those we know today are not necessarily the ones our (grand)parents were familiar with. This is because media evolve, and their uses evolve over time. The at home activity 2, "*Media yesterday and today*", addresses these issues. The following contextualisation suggestion is intended to bridge the gap between classroom learning and the upcoming activity at home:

- Place various contemporary and old media devices on a table. The objects all have the same function (telephones, for example).

- Ask students to identify the function that is common to all the objects on the table.

- Observe that media have evolved over time.

- Arrange the objects from the oldest to the newest. Justify this categorisation using clear criteria.

- Compare the objects to each other. Encourage students to identify the differences (the circular dial, wire, volume, horn, etc.) and similarities (the digits, the microphone that is held to the mouth and the earphone that is held to the ear, etc.) between today's objects and those of the past.

Conclude by inviting students to put forward hypotheses to explain the evolution they observed.

THE ACTIVITY AT HOME - Activity 2 "Media yesterday and today"

This activity is in **three parts**. Using media images and their discussions about media with the parents or grandparents, through this activity, children understand the evolution of (digital) media over time.

- The **first step** of the activity consists in selecting from a range of media which ones are regularly used today. For example, children will be able to pick out a smartphone and to discuss this object with their parents, or an older object, such as a record player or an audio tape that they may still use today. Children and parents are encouraged to talk about the selected objects together.
- The **second step** consists in selecting media that the child's parents used at the child's age, and, once again, to discuss them together.
- Finally, the **third step** encourages children to look at the media their grandparents used at their age.

Purpose:

Foster exchanges between children and their parents (potentially with the grandparents as well) regarding the evolution of media technology over time (based on each person's experience).

Further information for parents:
The activity suggested only makes sense insofar as it is carried out jointly by the child and at least one parent. The application should really be considered as a means that fosters discussion.

Parents are encouraged to:
- Explain how they used these objects in the past.
- Explain the purpose of the objects that their child does not know.

Note:
The age difference between children and their parents (as well as their grandparents) varies. Therefore, it is impossible to determine precisely which objects should be considered for step 2 (used by the parents) and 3 (used by the grandparents).   This is why some leeway is allowed for this activity and the perspective of a (grand)parent/child discussion is encouraged. Hence, the choice of a series of objects (depending on context and habits) is left to the (grand)parents together with the child, so that they may discuss it together afterwards. The point is not to select all the objects presented, but rather to identify a certain number of them.

Back at school:
Organise a round table discussion, inviting each student to reveal what she or he discovered, or possibly suggest that the child bring an older device that he or she discovered when discussing with his or her (grand)parents.

ASSESSMENT LEADS

- **(Digital) media or not media?**
  Show a set of objects and ask students:
  - To classify them as media or non-media.
  - To sort out the digital media.

- **Media through time**
  Suggest several similar media devices but from different time periods (i.e.: a cassette deck, a Walkman, a CD or MD player, and an MP3 player). Ask students:
  - To identify the evolution and to justify their conclusion

-	To name at least two elements shared by all the media devices

Step 2: The uses of digital media

GOALS
- Understand the diversity of uses of digital objects - Learn about the evolution of media through time

DISCIPLINARY COMPETENCIES REQUIRED	
	Manual, technical and technological training: Ability to observe the historical and cultural evolution of a tool, a technique, a technological object.
	Specific competencies for media and information literacy: - Discovering and appropriating an information space and a working environment - Discovering different forms of media

WITH THE CLASS GROUP - BACKGROUND INFORMATION TO HELP PREPARE THE ACTIVITY AT THE LIBRARY:

The multiple uses of (digital) media

In class, we reviewed the media discussed at home, and some students even brought media that they discovered with their (grand)parents. Now, and before doing the library workshop, we will focus on three digital media devices: smartphones, tablets and computers (desktop or laptop), with an emphasis on the use of video platforms via these devices. This contextualisation suggestion provides a logical transition to the library workshop, *Exploring YouTube*, which will address issues linked to the YouTube platform.

- List the tasks (uses) that can be performed with these digital devices.

- Individually (or in pairs), students draw up a list of their uses of one or several of these devices (from their experience in class or at home). Each use must be defined using a verb in the infinitive and illustrated by a concrete task.

- The various propositions are shared with the rest of the class. Write the different verbs (uses) defining these digital media devices on the board.

- Gradually steer the discussion on watching online videos using these digital media devices: where can you watch such videos? What are the names of the platforms that propose such videos? What can you find on these platforms?

THE ACTIVITY AT THE LIBRARY - Activity 3: "Puzzle MyVideo", part of the "Exploring YouTube" workshop

The "*Exploring YouTube*" workshop and its complementary activity "*Puzzle MyVideo*" provide an opportunity to discuss YouTube related issues with children. It is an opportunity for students, teachers and librarians to collaborate, through discussion and practice, to give children the tools for browsing the platform, while evaluating the role of digital media in their daily lives. The workshop consists of two steps:

During the **first step**, children work in groups. Each group works on the *Puzzle MyVideo* activity in the MyEducApp (activity 3). Each group must place the different elements of a page on a fictitious platform called *"MyVideo"*. This activity demonstrates the constituent elements of a typical page on a video hosting site and provides students with a first opportunity to discuss the role of such elements (ads, personal data, suggested videos, as well as the role of algorithms! etc.)

During the **second step**, the librarian hands out an activity booklet to the students, which is also projected on a screen for the groups. The librarian starts the slide show which includes a series of quizzes and challenges on three successive themes (*"Understanding algorithms"*; "*How to choose appropriate content*"; "*How to spot ads"*). Discussion times are planned for children to talk openly and give their opinion. At the end of the session, the activity booklets are returned to the teachers to take up or follow up on certain topics in class.

Purpose:
Through the quizzes, challenges and discussions, the librarian helps the children understand the specific codes of online video platforms and grasp their heterogenous nature. By completing small challenges, the children will be putting what they learnt directly into practice.

Back at school:
Organise a group discussion to encourage students to talk about what they discovered During the library workshop, *what felt easy for them? Difficult?*

THE IN-CLASS ACTIVITY - Activity 4 "What media for the future?"

WITH THE CLASS GROUP

What will digital media be like in the future?

Review the in-app activity "*Media yesterday and today*" completed at home and the library workshop "*Exploring YouTube*" to observe the rapid evolution of media. Foster collective awareness of the fact that what seems normal today may have seemed impossible for our parents or our grandparents (i.e.: being able to talk together and seeing one another without being in the same place, or watching videos on an online platform when you want to learn about something or make a tutorial, etc.).

Recognise that the evolution of media devices has made it possible to perform increasingly complex and numerous tasks.

One by one, invite students to project themselves into the future and imagine a "*media device for the future*" and assign it a new use or function.

ON THE APP - ACTIVITY 4: "What media for the future? "

The in-app activity aims to continue the reflection about media devices, their evolution and multiple uses. Everyone's imagination will be called upon to invent a "media for the future". It can be for the near or the far future. 1 year, 10, 20 or even 50 years away. The point is to imagine how a contemporary media device could evolve over time or to invent one that doesn't exist yet.

The different steps on the app:
- **Step 1:** From the propositions, select a key function for the media device of the future.
- **Step 2**: Make up a name for the object, write it down in the box.
- Step 3: Draw the media device of the future in the white frame. The app offers different options to do this: Select a colour; go back; take a screenshot once the task is completed.

Collect the students' productions (screenshots) and organise a group session for each student to present his/her "media device for the future" to the other students.

ADAPTATION FOR DISTANCE LEARNING

The app may be used as a starting point for discovering. Therefore, it can be used prior to the in-class activity.
In that case:
1. Students complete the requested task on the app
2. They take a screenshot.
3. Each student shares his or her screenshot with a short text explaining the purpose of the media and its use.
   This is published on an online space (i.e.: class blog) that everyone can access.

So far, the multiplicity of potential uses of digital technology has not been emphasised.

Several avenues can be explored here:

- Back at school (or in videoconference mode), identify and list the different uses imagined by each student. Then, consider other uses (based on the students' or the teacher's suggestions).
- Organise (beforehand) the media created by the students by use (without explaining the categorisation logic). Then, ask students to find a generic title for each category (each title must start as follows: "media for…"). You may suggest a list of uses to students.

WITH THE CLASS GROUP - BACKGROUND INFORMATION TO HELP PREPARE THE ACTIVITY AT HOME

In class, at home or at the library, students were led to understand the multiple uses of (digital) media and their evolution over time. They even created their own media device of the future. Now, it is time to focus on the uses that children have of the (digital) media available to them. The following contextualisation suggestion is intended to bridge the gap between the knowledge acquired during the last classroom activity and the upcoming activity at home:

- Invite students to draw a floor plan of their house or of a room in their house
- Ask them to place, on this floor plan or representation, the pictograms of the (digital and non-digital) media they have at home, or that they would like to have in an "ideal world".
- Once every student has finished drawing their plan, invite them one by one to choose a media device and explain to their classmates how he or she uses it. The next student to speak up should be a student who has the same device in his or her immediate environment, but who uses it differently. This student will explain how he or she uses this device and then will pass the floor to another student, who has the same medium device or, if not, has another device that he or she wishes to present.

THE ACTIVITY AT HOME - Activity 5 - "Screens and I at home"

The idea is to encourage children to say how much time they spend using the various devices in a predefined amount of time (during the weekend, on a Wednesday afternoon…). The activity is carried out in several steps over a long period of time and is repeated for each type of device:

- On the app, the devices proposed are: a television, a smartphone, a tablet, a game console and a computer.
- For **the first step**, as soon as the child starts using one of these devices (i.e.: watching television), he or she should click on the corresponding image to start the timer. - -
- **Second step**: Once the child is done with the device or takes a break, he or she stops or pauses the timer. When the child is done with this medium, he or she selects, from the proposed list, his or her uses of the device.
- **Third step**: At the end of the defined period, the child takes a screen shot of the time spent using the various devices. This will be used as a basis for discussion at home and,

later, in class.

Purpose:
Through the activities they performed in class, students discovered a multitude
of uses for media devices. Now, the aim is to help them become aware
of their own uses of the main digital media devices at home (both
why they use them and how much time they spend using them).

Further information for parents:
The activity in the application is not meant to pass judgement on the individual use of
digital media. It is only meant to make each child aware
of the time he or she spends using digital tools to perform
specific tasks.
The activity takes place over two days (weekend).
Once completed, it might be interesting to discuss the results with the child
(based on the various screen shots taken)
There is a possibility that one or several of the media devices listed is not used at home. This is
normal.
Not every child is expected to have all of the devices mentioned.

Note:
Some parents might feel that collecting the activity data (screenshots)
is intrusive or upsetting. Therefore, it shouldn't be forced upon them.

Back at school:
Organise a group session and a debate around the observations made by each student.   The
debates should focus on the main uses of the tools and the time spent in front of screens

ASSESSMENT LEADS

- Mention different media with which students are familiar and ask them to identify, using an example, a possible use for each.

- Suggest different uses and ask students to associate each use with a media device and a practical example.

Step 3: The Pictograms

GOALS
- Understand the concept of pictograms. - Know how to interpret the meaning of pictograms (according to their content and the context in which they are used).

DISCIPLINARY COMPETENCIES REQUIRED

🇧🇪	English - Reading: - Building meaning through strategies
🇫🇷	Competencies of the Common base of knowledge, competencies and culture: - Analyse and understand human organisations and different representations of the world Specific competencies for media and information literacy: - Research, identify and organise information (information and documentation skills) - Discover one's rights and responsibilities regarding media uses (citizenship and ability to act)

THE IN-CLASS ACTIVITY - Activity 6: "The pictograms"

WITH THE CLASS GROUP

Observing pictograms

There are pictograms everywhere. Students see them but don't necessarily wonder about their uses and meaning…

- Display photos of the different pictograms that can be found in the school building or its immediate vicinity. Ask students to identify the location of each pictogram and the messages they convey (using the graphic elements).

- Develop a first definition of the concept of pictogram (which can be completed later).

- Then, organise a "pictogram hunt" (i.e., as part of a school outing). Ask students to take a picture of the pictograms found in order to keep a record of them.

- Back at school, review the photographed pictograms in detail. Ask students to:
    Make sure that they are indeed pictograms (and not a logo, for example).
    Identify the message using clues such as the pictogram's graphic elements or where it was photographed.

- Go back on the definition developed in point 2. It can now be completed or adjusted.

ON THE APP - ACTIVITY 6: "The Pictograms"

On the app, following the discussions in class, students must:
- In the **first step**, determine whether or not each picture shown is a pictogram.
- Then, the **second** step will consist in practicing reading and the elaboration of meaning. One by one, pictograms will be displayed with four propositions each. Students much select the correct proposition.

ADAPTATION FOR DISTANCE LEARNING

The app can be used on its own.   Nevertheless, it might be useful to provide students with a reference document with practical examples to help them identify what is or what isn't a pictogram.

WITH THE CLASS GROUP - BACKGROUND INFORMATION TO HELP PREPARE THE ACTIVITY AT HOME

Pictograms in context

In class, students learnt about pictograms and what they are. They discovered a series of pictograms and their meaning. The following contextualisation suggestion is intended to bridge the gap between the knowledge acquired during the classroom activity and the upcoming activity at home:

- For each pictogram revealed in the app, or for a selection of pictograms, ask the children in what context they might find the pictogram in question. For example, would they find the pictogram "Shouting not allowed" in a library? A store?
- Group discussion: Have the children ever seen this type of pictogram anywhere? Where?

THE ACTIVITY AT HOME - Activity 7 - "There are pictograms everywhere"

This activity focuses on the association of pictograms with the places where they can be found and, consequently, on their interpretation:

- In **the first and only step**, children must move each pictogram shown to the appropriate place (i.e. a "*no swimming*" will be moved to the "*beach*" square). The parent-children discussion continues by observing pictograms at home or in the neighbourhood.

Purpose:
Put into practice the discoveries made in class.

Further information for parents:
It might be worthwhile to assist children throughout the activity by asking them to refine and justify their interpretation of the different pictograms.

Note:
It might also be interesting to suggest parents join in the fun
of spotting and interpreting as many pictograms as possible with their child (when going on a walk, or
out shopping, for example).

Back at school:
Do a quick review of the activity completed at home.

ASSESSMENT LEADS

- Suggest reproducing (in context) the pictograms and ask students to interpret their meaning.

- Show a set of pictures (logos, drawings, signs, pictograms) and ask students to identify the pictograms.

Step 4: A charter of uses

<table>
<tr><td colspan="2">GOALS</td></tr>
<tr><td colspan="2">

- Draw up a charter of digital tool uses
- Produce pictograms to illustrate the elements in the charter

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<table>
<tr><td colspan="2">DISCIPLINARY COMPETENCIES REQUIRED</td></tr>
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English - Writing:
- Presenting the interaction between verbal and nonverbal elements: choice of medium, choice of illustrations, photos, sketches, maps, graphs, tables, etc.
- Content development.

Education to philosophy and citizenship: setting rules and following them

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	Competencies of the Common base of knowledge, competencies and culture:
🇫🇷	- Take shared rules into consideration
	Specific competencies for media and information literacy:
	- Writing, creating, publishing: carry out a collective production (Creation and Collaboration)
	- Discover one's rights and responsibilities regarding media uses (citizenship and ability to act)

THE IN-CLASS ACTIVITY - Activity 8: "Our charter of digital uses in pictograms"

WITH THE CLASS GROUP

Drawing up the list of the elements in the charter of digital tool uses at school

- Start by asking students to define the purpose of a charter and to identify the main reasons for developing a charter for digital tool uses at school.
- Show students different types of charters (some with graphic elements, others without) to encourage them to:
    Identify the elements that, according to them, help (or not) to understand the message faster;
    Pay attention to the presence of pictograms in certain charters and think about the relevance of using such elements.
    Interpret pictograms in charters.

- Invite each student to list the top 3 aspects they feel are the most important to consider when using the school's digital equipment.

- Organise a group discussion to decide which elements will go into the charter.

ON THE APP - ACTIVITY 8: "Our charter of digital uses in pictograms"

Mention that the pictograms that will accompany the different elements in the charter will be produced using the application, "*Our charter in pictograms*". Show the different technical features, then let the students discover it on their own.

Step 1: In small groups, produce the different pictograms using the application.   Prior to this, students must draw a first draft of these pictograms on paper.

Step 2: Collect all the pictograms produced.   Then, ask students to compare and analyse them in a constructive way.

Step 3: Collectively design the pictograms selected for the charter. Design the layout of the charter and print it out.

Example of charters using pictograms:

ADAPTATION FOR DISTANCE LEARNING

There are many ways to choose who illustrates what rules:

- There are no predefined rules in this respect. Each student decides which rule he or she wishes to develop and submit to the class. Different topics may be suggested (i.e., when moving around with digital tools, when working with digital tools, etc.).
- The list of rules must be drawn up beforehand during a group activity (in class or in videoconference mode). Students choose a rule in the list or are assigned one.
- …

Once the students are done, they take a screenshot of their work and send it to their teacher. It is possible to create (using LearningApps, Wooclap, etc.) and suggest online activities:
- Associate each pictogram with the rule it illustrates.
- Categorise the pictograms and group the ones that illustrate the same rule
- …

It could be interesting to organise a group session to discuss the relevance and readability of the different pictograms suggested.

WITH THE CLASS GROUP - BACKGROUND INFORMATION TO HELP PREPARE THE ACTIVITY AT HOME

The activity at home is very similar to the previous one in class, except that this time the goal is to design a charter of digital uses at home. The continuity between both activities is such that there seems no point in adding a transitional activity.

THE ACTIVITY AT HOME - Activity 9 "Our picto-rules for using screens at home"

This activity follows the same steps as the app activity completed in class.

Purpose:
Students have discovered the importance of establishing rules for the use

of digital tools at school. The purpose of this activity is that, together with their parents, they should reflect on and also set rules for themselves at home.

Further information for parents:
For this fourth session, the activity on the app is similar to the one in class.   Therefore, children are familiar with it.
It is essential that the choice of rules to set at home should be the result of a genuine exchange. The idea is not to impose these rules, but to decide together (as a family).
Establishing too many rules at once is counterproductive. It is best to do this progressively. Compliance with these rules should be assessed regularly. If needed, the rules may be adjusted.

Note:
 Some parents may not be able to print out the pictograms produced using the application. It might be helpful to ask them to send the screenshots they take by email.

Back at school:
Invite children to share their pictograms with the others, and to explain them and present their strategy for complying with the rules.

These various pictograms could also be made available online (on the space usually used by the school).

ASSESSMENT LEADS

- Invite the students to produce a pictogram to illustrate a stated rule. Then, ask them to explain why they chose the elements that make up the pictogram and evaluate their relevance.

- Make sure that students master the basic functions of the technical object used to produce the pictograms.

- Ask students to name (at least) 3 key elements that support the relevance of setting rules for the use of digital tools (at school or at home).

Island of information

Summary of the island—narrative arc

On this island, children will explore the concept of information, from its creation to its distribution.

The term "information" encompasses several definitions (Larousse dictionary online):

- The act of informing someone, a group, of keeping them abreast of events
- An indication, precision that is given or learnt about something or somebody
- Any event, any fact, any judgement brought to the attention of a more or less large audience, in the form of images, texts, speeches, sounds
- A news item communicated by a press agency, a newspaper, the radio, the television

Although traditional media have taken the digital turn by offering online press, live and replay TV, podcasts, etc. they are no longer the sole main channels of information dissemination. Nowadays, thanks to new digital media, Internet users can share information on social networks and via private messaging. Therefore, it is important to keep in mind that anyone may become a producer of information in the same way as the media whose voice is traditionally considered more legitimate. In addition, whether information is consumed on social networks or via the traditional media (or on the social networks of traditional media), it is not so much the source of the information used that matters as the critical point of view on the information itself, the capacity to compare it with other sources and most of all, to question it.

This island and its activities are organised in 3 key steps:

- Information flow and intake (2 sessions in class, 1 library workshop and 2 activities at home)
- Data: Information in its own right (1 library workshop, 1 session in class and 1 activity at home)
- The different points of view (1 session in class and 1 activity at home)

The island will put students in the shoes of explorers, scientists or journalists in the heart of a tropical jungle. Such a contextualisation will help tell the story that will engage students in the activities.

As for each island, the activities are organised between school, the library and home. They are organised as follows:

First, in class, students are led to understand the information process (activity 1: "*Connecting with the rest of the world*"), then, at the library, they embark on a discovery

of the digital world and its secrets (activity 2: "Digital Memory", complementary to the "*Are you a digital pro?*") workshop. By completing activity 3: "*1 trillion items of information*" in class, they continue to explore the secrets of the digital world by discovering how search engines operate. Going further, they explore the concept of keywords with their parents, through a fun activity where they must associate keywords with images (activity 4: "*Finding what you're looking for*"). Gradually, the question of the type of news one can find online comes up: What is news? This question is dealt with in a library workshop (Activity 5: "*What is news?*", complementary to the workshop "*Questioning information*"). Children then further scrutinise the concept of information at home (Activity 6: "*Exploring the news at home*") before moving on to the concept of "data" in class (activity 7: "*The jungle data*") and as a family (activity 8 "Animal jungle". The itinerary ends with two activities on how to frame the news: one in class (activity 9: "*Zoom out, zoom in*") and the other at home (activity 10: "*Framing the news*").

Age group	8-12 years old
Time to complete the itinerary	*4-5 hours in class*
	2 hours at the library
	1 to 2 hours at home

Overall objectives

Bring each student:

- To understand the presence of information on the Internet
- To understand the link between data and information
- To be able to take a step back from the information provided

Additional note (Prerequisite)

The activity does not require any specific prerequisite. The presence of an adult is preferable for all sessions or activities, since the aim is to allow children to learn from adults. In addition, the presence of an adult (teacher or parent) is necessary to help children who have difficulty reading understand the instructions.

Adults (parents, librarians, teachers) and children should complete the in-app activities and sessions together and help each other master the use of the tool (tablet, smartphone).

Itinerary suggestion

At school	At home	At the library
Step 1 - Information flow and intake		
Goals: - Understand how information flows and where it exists - Understand the purpose of a search engine and how it works		
#1 "Connecting with the rest of the world"		
		#2 "Digital Memory"

#3 "1 trillion items of information!"		
	#4 "Finding what you're looking for"	
		#5 "What is news?"
	#6 "Exploring information at home"	

Step 2 - Data: A starting point for information

Goals:
- Understand the link between information and data

#5 "The jungle data"		
	#6 "Animal jungle"	

Step 3: The point of view

Goals:
Understand the concept of "information framing"

#7 "Zoom out, zoom in"		

Links to the competency frameworks	
🇧🇪	**Cross-sectional goals:** - Developing critical and complex thought: Find, process and evaluate information sources, regardless of the media, including digital media **FMTTN Expectations — "Digital training" component:** - Search for content using a prescribed research tool*, using the appropriate library (images, videos, etc.) and individually selected keywords. - *Information and data (P4)* - Define one or several relevant keyword(s) to perform a search. - *Information and data (P4)* - Use research tools* including search engines, according to their specific features. - *Information and data (P4)* - Question the contextual reliability of a source, with the teacher's help. - *Information and data (P4)* - Explain the concept of fake news as deliberately false information. - *Content creation (P4)*
🇫🇷	Competencies of the Common base of knowledge, competencies and culture: - Understand and express yourself orally - Research and process information using digital tools - Solve elementary problems - Analyse and understand human organisations and different representations of the world Specific competencies for media and information literacy: - Research, use and organise information (information and documentation skills) - Discover and appropriate an information space and a working environment - Writing, creating, publishing: carry out a collective production (Creation and Collaboration) - Discover one's rights and responsibilities regarding media uses (citizenship and ability to act)
🇮🇹	Activities planned in this itinerary may be structured within the framework of the National Guidelines for Mother Tongue and Technology:

- Acquisition of the tools necessary for "functional literacy": learners must expand their oral skills and learn how to read and write properly while gradually increasing their vocabulary.
- Experiment with different language uses (communicative, heuristic, cognitive, expressive, argumentative) and provide social learning environments conducive to dialogue, interaction, finding and building meanings, sharing knowledge, recognising points of view, verbally describing an experience at school or in other contexts.
- The first readings of digital texts as opportunities to socialise and discuss learning content, but also to carry out individual and autonomous research to develop the capacity for concentration and critical thought, therefore as a particularly useful activity to promote the child's maturation process. Reading must also be practiced constantly on a broad range of texts types and forms (from continuous texts to forms, timetables, graphs, maps, etc.) for different goals and using task-functional strategies.
- Listening and speaking - Participate collaboratively in a conversation, a discussion, a dialogue on topics concerning one's direct experience, by formulating questions, giving answers and providing explanations and examples. Understand the tasks and instructions for performing school and extra-curricular activities. Understand, in a discussion, the positions expressed by one's peers and expressing one's own opinion on a topic in a clear and relevant manner.
- Follow written instructions to make products, regulate a behaviour, carry out an activity, follow a procedure through. Express experiences, emotions, states of mind in writing. Experiment freely, including using digital devices, with different forms of writing by adapting the vocabulary, text structure and possibly by supplementing text with multimedia.

Suggestion for distance learning adaptation

In class, the concepts covered during this itinerary are built up through numerous interactions. A contextualisation of each session is suggested in the classroom before it is carried out on the interactive app.

However, and following the specific context due to the COVID-19 health crisis during which this project was born, each activity sheet also comes with an adaptation so that activities may be completed in part or fully in distance learning.

Most of the activities offer the possibility to take screenshots to record the student's answers or suggestions when doing the activity at home. It is up to the teacher to define

the means by which he or she wishes to receive these screenshots (WhatsApp group, instant messaging, emails, online work platform) from families.

Step 1: Information flow and intake

GOALS
● Understand how information flows and where it exists
● Understand the purpose of a search engine and how it works

DISCIPLINARY COMPETENCIES REQUIRED

🇧🇪	**English - Reading:** - Adapt reading to the communication situation: choose a document relevant to the project and content of the activity - Understand how a text is structured: identify the markers of its overall structure.
🇫🇷	Competencies of the Common base of knowledge, competencies and culture: - Understand and express yourself orally - Research and process information using digital tools Specific competencies for media and information literacy: - Research, use and organise information (information and documentation skills) - Discover and appropriate an information space and a working environment

THE IN-CLASS ACTIVITY - Activity 1: "Connecting with the rest of the world"

WITH THE CLASS GROUP

Introduction to the full "Information research and production" programme

The teacher starts the session with a small introduction, such as:

"Thanks to the internet, you can find information about a lot of topics very quickly. I suggest we explore one in particular: "The tropical jungle".
Through the various steps in the itinerary we'll be following together, we will need to enquire about its inhabitants, wildlife and vegetation, etc.   Goal: Publish an informative text on the Internet about the "tropical jungle".
We will be completing a series of missions together! So, are you ready to take on this mission?"

What are the components that make up the Internet?

Start by focusing on the equipment that students think of when talking about the Internet. Ask increasingly precise questions:

> *"How do you learn or find information about a specific topic? What media can you use to do so?"*
> *"What are the tools (devices) you need to receive information on the Internet?"*
> *"What do you use to connect to the Internet?"*

Write the answers on the board. Students are invited to explain each proposition in their own words. The goal is to encourage them to participate. If students are unable to name all of the components of the exercise in the application, it doesn't matter, these elements will be defined and reviewed later on.

Then invite students to identify all the tools that participate in the flow of information on the Internet, and to understand how these different tools (components) interact with one another.

Trigger the debate with the following question:

> *"I have a photo I took with my smartphone. I'd like to publish it on the internet so that a friend of mine may see it on his computer.   What do you think are the different steps (the different tools) that my photo will have to go through before my friend can see it?"*

Here, it is important to allow some time for students to reflect on their own. You can suggest, for example, that they draw (alone or in pairs) a diagram to represent what they think is the photo's itinerary.

Then the different diagrams can be analysed, critiqued, completed, etc.

It goes without saying that there are several valid options. Most of all, the goal is to highlight all the elements necessary for a content to journey through the Internet.

There are also different methods possible (publication on an online space—private or public—uploading the photo on an online storage space, sending the photo via instant messaging, etc.). If the opportunity arises, it might worth looking at them and identifying their main features.

Then, present a second situation:

"What is the role of our class or school / site or blog?" "What are the different steps required to publish our information online?   What path does it follow?"

This time, students should reflect collectively. List and organise the various elements identified by the group on the board (in the form of a diagram).   Each component is named precisely, and its role is explained.

ON THE APP - ACTIVITY 1: "Connecting with the rest of the world"

The activity on the app is meant to practice the concepts built.

- **Step 1:** Invite students to read the instructions and discover the components mentioned in the first step (on the right). Together, recall the role of these components. Focus on and explain the role of components that were left out by the group.
- **Step 2:** Contextualise the exercise:
  "Someone is very keen to learn about cockatoos.
  A TV channel, Arte, has a website with a lot of very interesting documentary films, including one about these beautiful birds.
  Let's help this person watch this documentary!"
- **Step 3**: In small groups, ask students to think about how the components should be organised so that the Internet user may watch a documentary on the TV channel Arte (a channel known in France for broadcasting very interesting documentaries, in particular about the tropical forest). Each group is invited to place their components in a logical order, in the grey squares to the left of the screen.

Proceed to a collective adjustment by repeating each component's name, role and position in the communication circuit.
Good to know: Several solutions are possible as there is more than one way to connect to the Internet. For example: You can add *"4G / Antenna"* or *"Wi-fi / internet router"*. This means that there are different entry points. Once the activity on the app is completed, summarise the findings: *"When you receive information, it doesn't come out of nowhere. It was created by one (or several) person(s), then put online, stored by servers to be made accessible to internet users. Journalists are no longer the only people who can create information: our reporters can also create information… as well as many other people!"*.

Encourage students to discuss the following questions:

> "*Who can publish information?*"
> "*Do you know people who publish information on the Internet? Who? How and where do they do it?*"

As much as possible, avoid making a blanket statement such as: this type of content is or isn't information. This is beside the point here and in any case, this concept of information is no longer all that clear in the Internet age.

The purpose is to target multiple players (the press, YouTube users, regular internet users, etc.) and information spaces (websites, blogs, social networks, etc.)

ADAPTATION FOR DISTANCE LEARNING

For step 1, organise a remote learning activity on the distance learning platform. Two approaches are possible:

1. Let students express themselves as initially planned and make a synopsis of everything that is said.
2. Favour a top-down approach and explain what the Internet is before moving on to step 2 and presenting the different components shown in the application in the right column.

During step 2, working on their own, students must place the components in the right order then present their solution to the teacher (in the form of a screen shot, an oral explanation during an online meeting, a paper diagram tracing the path used by the information, etc.)
The various propositions can be collected and made available on a specific online space.

A FEW DEFINITIONS FOR TEACHERS

<u>Internet:</u> Global computer network that connects users. The Internet mainly consists of servers and fibre optic cables through which information flows.
<u>Antenna:</u> Network-connected relay, used to broadcast the cellular network over several kilometres.

4G / 5G: 4th and 5th generation cellular networks. Unlike former cellular networks that were only used to make voice calls or to exchange text messages, thanks to 4G and 5G it is now possible to connect to the Internet and exchange large quantities of information.

Wi-Fi: A short-range wireless network used to connect devices to the network using an internet router.

Internet router: A device provided by an Internet Service Provider (ISP) to connect to the network.

Ethernet cable: A cable used to physically connect a computer to an internet router or to other computers. This type of connection is faster than Wi-Fi connection.

Cable: A fibre optic cable linking different points in the network (servers, routers, users, etc.). Continents are physically connected together by cables on the ocean bed.

Data centre: A centre that groups dozens of servers. Their purpose is to store a huge amount of data and they are mostly used by large tech companies. For example, Netflix stores all of the series and movies in its catalogue in data centres.

Server: A computer used to store large amounts of data (films, music, emails, websites, etc.). They are accessible from anywhere through the Internet.

Smartphone: A telephone that performs many of the same tasks as a computer. A mobile device used for voice calls as well as for working, communicating and entertainment, etc.

Tablet: A device that is half-way between a laptop and a smartphone, tablets are used to communicate, search the Internet, watch movies, etc.

Computer: Information Technology equipment. In common parlance, computer refers to any equipment that is either a desktop PC or a laptop. Other terminals such as smartphones, tablets, servers and game consoles are also computers, because they are made with similar components (memory, processor, graphics card, etc.).

Terminal: A device connected to a central computer.

Satellite: A piece of communication equipment placed in orbit round the Earth. In some exceptional cases, they can connect users to the network when connection to an Internet router or 4G/5G antenna is impossible (i.e., ships at sea).

Smart TV: A television with an operating system on which applications may be installed, such as video-on-demand services or games.

Xbox or other consoles: Many of today's game consoles can be used to browse the Internet. They are just a different type of terminal.

WITH THE CLASS GROUP - BACKGROUND INFORMATION TO HELP PREPARE THE ACTIVITY AT THE LIBRARY:

Online video platforms

In class, the children learnt that when you receive an information, it doesn't come out of nowhere. It was created by one (or several) person(s), then put online and stored on servers to be made accessible to Internet users. We've just analysed the path followed by a piece of information and learnt the different components it goes through. Now, let's take a closer look at how some online video platforms work and uncover their operating mechanisms.

- Discuss the following questions with students:

   What websites and/or online video platforms do students know and visit?
   What do they look at or watch when visiting these websites and online video platforms?
   Will everyone see the same things when logging in to watch videos on YouTube, for example? Why?

Possibly, ask students, in groups, to do a search on YouTube on a specific topic (using a computer or a laptop). Pass the tablets around between the groups to show students that the videos suggested on the homepage differ depending on the theme. Why is that?

THE ACTIVITY AT THE LIBRARY - Activity 2 - "Digital Memory", part of the "Are you a digital pro?" workshop.

The "Are you a digital pro?" workshop and the complementary activity on the app, "Digital Memory" offer children a wealth of information about the digital world: algorithms, search engines, popups, etc. Everything to become familiar with all the intricacies of the Internet!
As a **first step**, children take an interactive quiz with the librarian of about fifteen questions on the digital world.

To wrap-up the interactive quiz, and to confirm the knowledge acquired, the **second step** in the workshop consists in completing the activity "*Digital Memory*" (activity 2) on the MyAppEduc app. Using images, short descriptions and the principles of the Memory game, this activity is a fun and logical wrap-up of the workshop.

Purpose:
These activities will help your students analyse, observe and understand Internet-specific elements and to question their impacts on their practices.

THE IN-CLASS ACTIVITY - Activity 3: "1 trillion items of information"

WITH THE CLASS GROUP

An introduction to search engines

Explain the general context that is provided in the application:
*"You are an explorer in the middle of the forest, and you have two missions to carry out at home. The first one is to find photos on the Internet, and the second one to understand how you analyse a piece of information.
Today, let's start by discovering how we can find all this information!"*

Building on a discussion around different questions, get students to explain what search engines are and how they work in general
"How do you go about searching for information on the Internet?"
"You just mentioned tools such as Google and Bing (for example), do you know what

they are?"
"How do they work?"
"How do they identify all the places we are likely to find the information we are looking for?"
"Do you know other search engines?"

The exchanges help to fine-tune the answers.   Evidence of these different exchanges should be kept.   To summarise, the students should draw up a common definition of a search engine.   Naturally, this definition is likely to evolve later on depending on the students' future discoveries. This means it can be approximative at first…

If necessary, the concepts of browser and search engine can be distinguished (see below). In fact, both concepts are often confused.

Discovering the variety of search engines

Show students the contents of the first page of the application and encourage them to find the elements that have already been mentioned in step 1, as well as those they know but did not mention. Highlight the specificities of certain search engines (see below).

The goal is to show that Google is not the only search engine (it is the best-known), but that there exists a diversity of search engines, each with its own characteristics.

If some of these are unknown to the students, then the teacher should present them.

Students should be encouraged to take the time to observe how search engines work in practice. This will help them:
- Understand the constituent elements of search engines;
- Identify the similarities and differences in the contents suggested (based on a simple search);
- Identify the characteristics of certain search engines (Qwant Junior, for example, which is designed for children).

How search engines operate

Then, go back to the definition of a search engine that was formulated collectively in step 1. Read it over and complete it if necessary.

Here is an analogy that is sometimes used and that you can give students:

"A search engine includes software that constantly 'visit' every website in the world. They identify and list the content of the pages. This is how they know very quickly which pages to suggest when you search the Internet! You could compare the Internet to a very large spider web. The spider is the search engine that needs to travel very quickly to where it can retrieve something in particular: a polka dot leaf, for example. To avoid having to search the whole web, the spider previously took the time to memorise the location of the leaf. That way, whenever the spider needs the leaf, it will be able to get there quickly."

ON THE APP - ACTIVITY 3: "1 trillion items of information!"

The activity on the app is a continuation of the reflection started in class about search engines. Here are the steps to follow:

Step 1: From a list of search engines, the student (or a group of students) chooses the one(s) he or she knows. It is also possible to complete the task using sheets of paper showing the logos of the various search engines suggested in the app.

Step 2: The student (or a group of students) sees black leaf patterns on the screen. He or she clicks on each leaf to see its colour and drags the leaves that match the task into the house at the top of the screen.

Step 3: Now, the leaves are visible thanks to the little spider which, like a search engine, has already performed the first step: turning over the leaves. Once again, the idea is to place the indicated leaves and patterns in the house, but this time, the task is easier thanks to the spider.

Logically, students should perform step 3 faster than step 2. Together, compare execution times and notice how (logically) everyone went faster when the leaves were visible. Compare the situation with the ranking system used by search engines:

"By referencing and organising content on a daily basis (using specific techniques) there is no need to visit every single website every time a search is launched… This is why it is possible to find a result much more quickly than if you had to discover everything in real time."

Briefly recapitulate and then invite students to express themselves:

- *"Now you know that a search engine references a lot of pages on the Internet. Thanks to this, it is possible to find things very quickly. However, if your search is not formulated precisely, there are so many pages referenced that you may not find exactly what you want…"*
- *"Who has ever done a search on the Internet?"*
- *"Did you find what you wanted quickly?"*
- *"How did you proceed?"*

Then invite students to test a search engine by searching a specific topic (to be defined by the teacher).   List and compare the various keywords typed into the search bar. As well as the results obtained by each student. You should then explain (in case the students don't mention this concept) that the terms entered in the search bar are keywords that target the search.

A FEW DEFINITIONS FOR TEACHERS

The difference between a browser and a search engine:
A browser is a programme (or application) used to access the Internet. Some of the best-known browsers are Google Chrome, Mozilla Firefox, Microsoft Edge or Safari.
A search engine is a website that we use to search the Internet. Some of the best-known search engines are Google, Bing or Ecosia.

How search engines operate:
Search engines continually scan publicly accessible web pages in order to index their content. When someone performs a search, the search engine scans its index for elements that match the keywords entered. Then it displays the results.

A few search engines and their characteristics:
Qwant Junior:
Version of Qwant specifically adapted to the younger public (8-12 years). Websites unsuitable for young people are banned.
Google: The best-known and most used search engine.
Lilo: Lilo claims to respect users' privacy by not using their personal information to display targeted ads. Users may choose to donate part of the money collected through the display of (non-targeted) ads to non-profits.
Kiddle: Search engine adapted for kids. Kiddle uses Google's SafeSearch option which blocks results that are not child friendly.
Bing: Search engine developed by Microsoft. This is the default search engine on Edge, itself the default browser on Windows computers.

Qwant: French search engine whose policy is to refrain from using personal information to display targeted ads.

DuckDuckGo: Search engine that doesn't use personal data for targeted advertising.

Yahoo! A former competitor of Google, Yahoo! is one of the first search engines.

Startpage: Search engine which does not keep any personal information or data on users.

Ecosia: Search Engine which does not use personal data to display advertisements. Part of the money earned from advertising is used to plant trees.

ADAPTATION FOR DISTANCE LEARNING

The exercises in the application can serve as a starting point for individual reflection and used later during a group discussion on the distance learning platform.

In that case, it would be interesting to let students comment on what they learnt by doing the task (using an online questionnaire, a collaborative document on which every student can post his or her comments, etc.)

WITH THE CLASS GROUP - BACKGROUND INFORMATION TO HELP PREPARE THE ACTIVITY AT HOME

This activity does not require any preparation. You should simply make sure that students understand what a keyword is.

THE ACTIVITY AT HOME - Activity 4: "Finding what you're looking for"

The principle is easy, and it is a **one-step** activity: the keywords on the left must be matched with the corresponding images on the right.

Purpose:
To explore the concepts of keyword and search result, and help adults become familiar with the application and with the principle of the activities.

Further information for parents:
The suggested activity only makes sense insofar as it is completed by the child together with at least one parent. The application should really be considered as a means to facilitate exchanges. Adults are invited:

- To ask what was learnt at school concerning search engines
- To give examples of the searches they do when they are looking for something on the Internet

Back at school: No feedback in particular is required in class. However, it is important to take some time to encourage students to explain how they experienced the activity with their parents and what (if anything) they learnt while discussing the topic with them.

WITH THE CLASS GROUP - BACKGROUND INFORMATION TO HELP PREPARE THE ACTIVITY AT THE LIBRARY:

What kind of information is available online?

In class, students learnt more about how search engines work. They even tested a few and understood how important it was to choose appropriate keywords to find the right information. At home, the activity helped to better understand the link between the results of

a search and the keywords used.

Now, and to prepare the activity at the library, we will gradually explore the various types of information that can be found online, following these searches.

Start the discussion with the students:

- *Why do people sometimes do online searches?*
- *Draw up a list collectively (find information for a school assignment, search for a holiday destination, a recipe, the solution to a game, find out about a news item, etc.)*
- *Focus on news items: what is it? Where do you check the news?*

Choose a news item as a starting point.

- *Collectively, make a list of the possible channels that can be used to find content related to the news item in question (spoken news, news broadcast, online news websites, newspapers, radio show, even family members from whom children learn about the news, etc.)*
- *Ask the children about their habits; which news channels do they know? What characterises these? (Are there any images? Sound? Both? Does it take time to find out about the news through that channel? etc.).*

Working from this collective list, help students become aware that content relayed through the identified channels is manifold: you can find news items there, but not exclusively! News information is sometimes mixed to other types of content. It is important to know how to distinguish between what is news and other content (rumour, opinion, fake news, etc.). This is what we will be discussing during the library workshop

THE ACTIVITY AT THE LIBRARY - Activity 5: "What is news?", part of the workshop "Questioning information".

The "Questioning information" workshop and complementary activity on the app, "What is news?" is designed to help children distinguish information (such as news items) from other content types.

In the **first step**, project illustrated examples of different content types on screen for students to see: rumours, opinions, etc. Start a debate with the children to identify the similarities and differences between these types of content, and to distinguish between information considered as "news" in other types of content—rumours, opinions, etc. found online, heard from people, read in the newspaper, etc.

For the **second step**, as a conclusion and to consolidate the knowledge acquired in a fun way, the children complete the activity on the app in small groups. Using a series of examples and criteria, they must identify which of the suggested content can qualify as journalistic information.

WITH THE CLASS GROUP - BACKGROUND INFORMATION TO HELP PREPARE THE ACTIVITY AT HOME

Thanks to the library activity, children have learnt what characterises a news item and how to tell it apart from opinion, rumour, fiction, etc. To become perfect information detectives children should continue their investigation into the nature of news at home and decrypt the news they see and hear:

- *Who is the author? What is the topic?*

- *What media is used?*

- *What time period does the news refer to?*

- *What are the goals pursued?*

To help children understand how they should investigate at home, draw the grid taken from the in-app activity, "Exploring information at home", on a sheet of paper and hand it out to the students to apply it to one or several selected news items.

THE ACTIVITY AT HOME - Activity 6: "Exploring information at home"

This activity is structured in two steps:

- During the **first step**, children and their parents become aware of the questions they need to answer regarding a specific information: "*Who? What? Why? When? Where*?" Each of these questions should be placed opposite the different parts that make up a news item.
  - As a **second step** and building on the questions identified, parents and children must select a series of news items from familiar media (television, paper or online newspaper, web page, online video, etc.). Then they must fill out the question grid

for each of the selected news item.

-

Purpose:
Give children the opportunity to analyse a news item in a simple manner, in order to discover how to put information in context, how to put it into perspective and how to approach it.

Further information for parents:
It should be made clear to parents that their support is key during this activity and that it is best to use a type of media the child is already familiar with.

Note:
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Back at school: The students are encouraged to share their experience of the second activity during a round table discussion.

ASSESSMENT LEADS

- **Connecting with the rest of the world**
  - ➢ Ask students to name a few elements that make up the components of the network infrastructure (using provided pictograms)
  - ➢ Ask students to place the network components in the right order according to various situations. For example:
    - Clara is in the street with her smartphone and she's sending an email to Yassin who is on a connected computer.
    - Camille is on a tablet and she wants to watch a video on YouTube.

- **1 trillion items of information and Finding what you're looking for (common assessment)**
  - ➢ Ask students to explain, in their own words, the concepts of "search engine" and "keyword".

- **Exploring information at home**
  - ➢ Provide students with one (or several) news item(s) from different media (i.e., a radio clip, a newspaper article) and ask them to answer the questions: *Who? What? Why? When? Where*?"

Step 2 - Data: A starting point for information

GOALS

- Understand the link between data and information

DISCIPLINARY COMPETENCIES REQUIRED

🇧🇪	English - listening - developing meanings: - Understand a document in order to discover implicit information (infer) - Link significant information in the message to one's knowledge and to other sources.
🇫🇷	<u>Competencies of the Common base of knowledge, competencies and culture:</u> - Understand and express yourself orally <u>Specific competencies for media and information literacy:</u> - Research, use and organise information (information and documentation skills)

THE IN-CLASS ACTIVITY - Activity 7: "The jungle data"

WITH THE CLASS GROUP

What is data?

Ask students to define the concept of data in their own words. Keywords are written on the board to summarise the students' comments.

The concept of data may seem very abstract to children. It might therefore be difficult for them to talk about it without using an example. Consequently, it can be helpful to list a set of data (observations, facts) on a given topic.

> For example: A new school year.
> The data: Number of students in the school, date of the first day of school, name of the event, number of new students, weather on the first day of school, etc. These items should all be listed without attempting to link the information together.

Conclude that, in order to build information, a specific set of data is necessary.

ON THE APP - Activity 7: "The jungle data"

This activity puts children in the shoes of explorers on a quest for information about the jungle flora and fauna. The activity is structured in 3 steps:

- **Step 1 - Observing the jungle:** Students look attentively at the image they are shown. They name everything they see out loud: trees, tigers, etc.
  End by asking them what they learnt from everything they heard.
  In principle: nothing.   They just named visible data.   Point this fact out to them.
  If they say otherwise, ask them to explain where what they said comes from: an observation or an interpretation?   Help them understand that observation is data, but that interpretation isn't…

- **Step 2: Collecting data**
  On the following screen, students must place the data they observed in corresponding boxes.
  - Click on the boxes to colour them
  - Click on the circles to fill them (like a coloured dot)

If there are not enough tablets/smartphones available, this part of the activity can be done on paper.

> Solution:
> Total number of animals / 15 squares
> Total number of trees / 15 squares
> Animal types / 3 circles (big cat / insect / bird)
> Sheet colour / Circle divided in 3 (green / blue / yellow)
> Proportion of adults and baby animals / 6 squares (adults) - 6 squares (babies)

- **Step 3: From data to information**
  The following screen consists of a notepad on which students must interpret the data collected and turn it into information.
  At this point, it should be stressed that, "data alone is useless" (it is only general fact).
  For data to be useful, it must be interpreted, linked together and turned into information.
  Information is data to which meaning has been added. For example, saying that there are four big cats is just stating a fact. It is not enough to be considered an information. However, explaining why they live in groups is an information.

ADAPTATION FOR DISTANCE LEARNING

This session can be carried out remotely provided that it starts with a videoconference to lay out the instructions and make sure everyone understands the concepts put forth.

Then the session may proceed as follows:
- Synchronously: Step 1 - The teacher may prefer discussing/exchanging with students (as planned in class) and hence lets them express themselves, or he or she prefers a top-down approach and thus explains what data is, using examples
- Asynchronously: Students discover the instructions on their own and how to fill in the squares / circles according to what they observe. (Step 2)
- Synchronously: Then, pool all the results and compare (correct) the answers, and give the instructions for step 3.
- Asynchronously: Invite students to produce, individually, a piece of information using the elements collected.   Each text is published on a dedicated space for everyone to read and analyse.

It may then be interesting to take some time to compare the texts and, if there are significant differences, discuss this fact (considering that the initial data was the same for everyone).

WITH THE CLASS GROUP - BACKGROUND INFORMATION TO HELP PREPARE THE ACTIVITY AT HOME

In class, students learnt about "data" and what elements were involved in "building information" from a data set. At home, children work on sound data to convert it into information. The following contextualisation suggestion is intended to bridge the gap between the knowledge acquired during the last classroom activity and the upcoming activity at home:
- Play a selection of soundtracks related to a specific environment (the ocean, the forest, the city, a festival, etc.) for example
- After listening to each soundtrack, ask students: *What is this format? What are we hearing? Where was this recorded? Why do you think that?*
- Discuss the following with the children: We've listened to soundtracks in which the sounds themselves provide clues as to where they were recorded. These sounds can be interpreted, their origin guessed at, etc.
- Option: Using a microphone or any other sound recording device (i. e. the "dictaphone" feature on smartphones or tablets), children go on a "sound hunt" in the school building and come back to play their recordings for their classmates. The other children must then guess where the soundtrack was recorded.
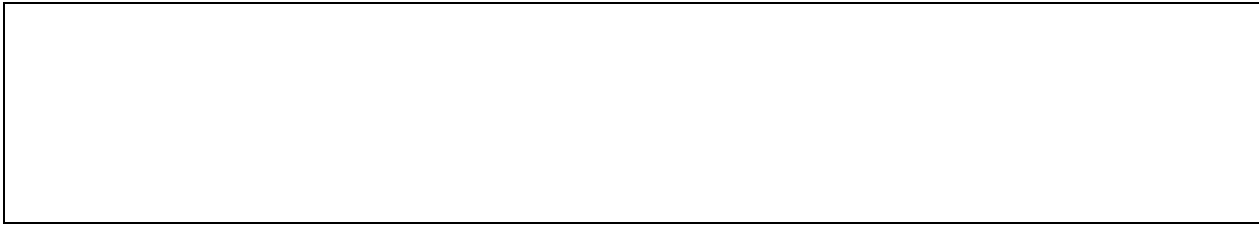
THE ACTIVITY AT HOME - Activity 8: "Animal Jungle"

This activity is structured in two steps:

- In the **first step**, children and parents listen to a series of sounds from the "animal jungle" and then place them in chronological order.
- During the **second step**, they create information using the previously collected sound data. To do so, they must fill in a text with gaps which, once completed, provides specific information concerning the sound sequences they listened to previously.

Purpose: At home, children listen to audio data to transform it into information. They listen to a series of animal calls and place them on a timeline. Then, they fill in a text with gaps in order to turn the raw data into information.

Further information for parents: Make sure that the child understands which call corresponds to which animal.

Note:
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Back at school: Go back over the session with the children and make sure that the difference between "data" and "information" is clear to them.

ASSESSMENT LEADS

- **The Jungle Data and Animal Jungle (common assessment)**
  - ➢ Ask the children to explain, in their own words, the difference between the terms "data" and "information".
  - ➢ Suggest data and information linked to class activities and ask the students to put them in the right order.

Step 3: The point of view

GOALS
- Understand the concept of "information framing"

DISCIPLINARY COMPETENCIES REQUIRED	
🇧🇪	**English - Reading:** - Link the meaningful information in the text to the clues in the illustration (P2) **Digital - Content creation**: - Produce and process multimedia content. **Languages**: - Associate non-verbal items to verbal meaning (P4)
🇫🇷	Competencies of the Common base of knowledge, competencies and culture: - Research and process information using digital tools Specific competencies for media and information literacy: - Research, use and organise information (information and documentation skills) - Writing, creating, publishing: carry out a collective production (Creation and Collaboration)

THE IN-CLASS ACTIVITY - Activity 9: "Zoom out, zoom in"

WITH THE CLASS GROUP

Images: They can be interpreted in countless ways!

Images are made up of many elements which can be interpreted in a number of ways (depending on the personality of the person interpreting them, which elements are highlighted, etc.). This is why we say images are polysemic (they have several meanings).

To start the session, invite the children to imagine a caption for this photo (source: Internet, unknown author)

After comparing the different captions, show your students the funny version that is circulating on social networks:

UN COURAGEUX SERPENT SAUVE UN POISSON DE LA NOYADE

Then show the students more photos, and for each one, ask them to think of a caption.   Next, look at and compare the different propositions so students may understand that the same photo can lead to several interpretations.

Students then move on to the session on the app:

<div style="background-color:orange; color:white; text-align:center; font-weight:bold;">ON THE APP - ACTIVITY 9: "Zoom out, zoom in"</div>

This activity is organised as follows:
-   The child is shown a partially hidden image.

As a first step, the child must describe what he or she can see on the image (Context? Elements? etc.).
Secondly, the child will be able to scratch the blackened part on the app to better understand the context of the image. This will help the child complete his or her interpretation of the image.

Proceed in the same way with the next photos.

Through both steps of the activity, for each image, stress the role of framing (or of highlighting specific elements) in the message conveyed by the image. Continue discussing the differences in the perception of the two images which are actually both taken from the same image.   Discuss the reason for these differences in interpretation.

<div style="background-color:orange; color:white; text-align:center; font-weight:bold; padding:10px;">
WITH THE CLASS GROUP - BACKGROUND INFORMATION TO HELP PREPARE THE ACTIVITY AT HOME
</div>

In class, children analysed images and understood that they could be interpreted in multiple ways. The following contextualisation suggestion is intended to bridge the gap between the knowledge acquired during the classroom activity and the upcoming activity at home:

To help them get a better feel of what they learnt, students should be encouraged to produce their own content. For example, ask each student to produce a photo following a specific instruction (that the other students don't know about).   The instructions are voluntarily and systematically contradictory:

- *"The playground is tidy" / "The playground is untidy"*
- *"Some coats are not on the hooks" / "All the coats are neatly hanging in the hallway"*
- *"Our school playground is large" / "Our school playground is small"*
- *"The students sort their waste in the school yard" / "The students do not sort their waste properly in the school yard"*
- *…*

Once all the photos have been produced, they should be projected on screen for all the students to see (they now have the full list of instructions).
Students then must try to identify the instruction illustrated in each photo and determine the elements that helped them understand this. If the instruction is not identified (because the

content is not sufficiently clear), students discuss and propose adaptations to the content presented.

At the end of the session, focus on the following aspects:
- The content of the shot (angle, framing, etc.) is arbitrary and serves a specific intention.
  - *"Each time, you had an instruction and its contrary. Yet, you managed to produce a photo every time… For example, we have a photo showing us that the school yard is neat and another showing that it's untidy. How is that possible? How did we proceed to show two completely contradictory things?"*
- Interpreting images is subjective.

At home, the children will continue working with images, but this time the logic is reversed compared to the task proposed before.

ADAPTATION FOR DISTANCE LEARNING

The class group session can be completed remotely as well as in-class.
The part on the app can be completed at home, with the parents' help. In that case, students discuss the meaning of the images with their parents instead of with the teacher.

Students may complete the production part of the activity on their own at home, with instructions adapted to their family context and using contradictory instructions they make up themselves.

THE ACTIVITY AT HOME - Activity 10: "Framing information"

At home, children and their parents are invited to reflect on how to interpret an image by hiding parts of it. The in-app activity is in two steps:

- **First step**: Parents and children examine a "full" image and give it a title.
- **Second step**: They hide part of the image by scratching the screen, and then they give the cropped image a new name.

Purpose:
Practice the discoveries made in class, using a reverse mechanism than the one experienced so far.

Further information for parents:
Discuss the overall meaning of the image with the child, then discuss the meaning of the cropped image.

Note:
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Back at school:
The teacher goes back on the activity completed at home by asking the students to share and compare their propositions.

ASSESSMENT LEADS

- **Zoom out, zoom in**
  - ➢ Show the students a photography (or an illustration) and ask them to invent two stories around this photo: one that is obvious (based on their analysis of the image) and another one that is hypothetical (using their imagination and their ability to project beyond the image)

- **Framing information**
  - ➢ Ask the students to take a picture of a place (or an object) following two separate discursive intentions.

Island of digital emotions

The island "of digital emotions" is an opportunity for families to reflect on the multiple emotions and feelings generated by screen time. Digital content often provokes or evokes emotions and feelings, and the activities available on this "island" provide ways to recognise these, become aware of them, know how to talk about them and highlight them in an entertaining and visual manner. The activities revolve around photography and digital images that the children consume when using their applications, video games, online videos, etc.

This island is divided in four major parts:

- Our emotions facing images (first steps) (an activity at home, an activity in class)
- Emotion designer (two activities in class, one activity at home)
- My emotion gallery (one activity in class, two library activities, one activity at home)

First, children learn, together with their parents, about the concept of emotion by completing a fun activity where they must associate emoticons with emotions (Activity 1: "*Our emotions*". Next, back at school, the students complete the second activity (Activity 2: "*Which emotions or feelings?*") in which they continue to explore emotions, this time by paying attention to the emotions that images trigger in them and in others. The emotions will be progressively associated with screens during the activity where children must personalise their parents' smartphones using a series of symbols to create expressive faces (Activity 3: "*Emotion Designer*"). Back at home, children and parents discuss screens and emotions, using one of the child's favourite fictitious characters as a starting point (Activity 4: "*Discussing screens and emotions as a family*"). Next, children continue to explore the representation of emotions in class by completing a creative activity where they must design faces (Activity 5: "*My emotions poster*"). The productions generated during this activity will be the main focus of the following activity (Activity 6: "*My emotion gallery*") where students will create their own gallery of emotions. With the library workshop (Activity 7: "*Images, sounds and emotions*") children continue to explore the link between the content they look up and the emotions this content generates, this time by focusing on sounds. An emotion diary that children create with their parents (Activity 8: "*My emotion diary*"). Through this activity they consolidate the concepts they learnt previously by keeping a diary of the emotions felt over a given period of time and in

relation to specific uses. Finally, the island itinerary ends with a library activity (Activity 9: "*Your island of emotions*") where children represent their family digital practices and related emotions in the form of a collective map.

The activities on the islands, when necessary, evoke positive emotions and feelings, deliberately leaving out those that might put children ill at ease. For instance, it was not deemed useful to make them feel disgust or fear. Rather, the purpose is to stimulate the children's emotional and cognitive sensitivity by helping them understand the connection between images, emotions and feelings. Feeling this connection, recognising it, being able to perceive it, expressing it in words and visualising it is possible using emotions that are likely to evoke a feeling of well-being.

The aim is to help teachers and parents address some potentially complex digital and media issues. In everyday life, other emotions and feelings may arise, children may feel fear, terror, disgust, anger, helplessness, etc. when faced with images from the media and digital universe. Parents and teachers know how to address, thanks to their relationship with the child, those issues that require greater sensitivity and educational attention. In other words, the objectives of this MyAppEduc island is to familiarise children with the links between images and emotions. This objective may be reached "using" positive emotions and feelings. Children can experience more painful emotions in everyday life, and it wouldn't make sense to provoke these using an application, either directly or intentionally.

Among the activities available in the application, activity 8 ("*My emotion diary*") is noteworthy for its complexity. This is the emotion diary, a relatively complex activity which calls for the active participation of adults. This is why this activity is placed at the end of the journey in the application, once children have completed more immediate and interactive activities.

Age group	7-10 years old
Time to complete the itinerary	*6 hours in class* *4 hours at the library* *2 hours at home*

Overall objectives

Bring each student:
- To focus on the ability of digital images to evoke emotions and feelings and to analyse how images echo our own emotions.

- To improve analytical and narrative skills/sharing between children and adults and between children.

Additional comment (prerequisite)
There is no specific prerequisite other than the need for an adult to read the instructions for younger children, where necessary. Importantly, adults should engage in a meaningful dialogue about the fun activities completed in the application.   Adults (parents, teachers) and children will carry out together all of the activities and lessons in the application and become familiar with the tool (tablet, smartphone).

| It is also necessary to keep "analogue" resources at hand, such as paper, paint, scissors, black marker pens, etc. Some activities integrate the children's graphic and visual productions to the application.

 In class, the use of a video projector (or a whiteboard) is essential to foster group situations where children discover and debate. Connecting the tablet to the video projector or to the interactive whiteboard to project the application on screen will encourage group work. It will also help to make the connection with the students' everyday lives, and with their acknowledged daily use of tablets and smartphones. |

Itinerary suggestion

At school	At home	At the library
Step 1: Our emotions facing images: first steps Goals: - Identify the words that express emotions - Connect words and pictograms together by identifying the key characteristics of emotions - Strengthen the ability to recognise the emotions and feelings experienced in front of and evoked by images. - Learn that images convey not only information, but emotions as well.		

	#1 "Our emotions"	74
#2 "Which emotions and feelings?"		

Step 2: Emotion designer

Goals:

- Draw to better understand emotions through the use of nonverbal channels;

- Experience intersubjectivity in the nonverbal sphere as well.

#3 "Emotion designer"		
	#4 "Discussing screens and emotions, as a family"	

Step 3: My emotion gallery

Goals:

- Share emotions with other people;

- Improve graphic and visual expressive skills.

#5 "My emotion poster"		
#6 "My emotion gallery"		
		#7

		"Images, sounds and emotions"
	#8 "My emotion diary"	
		#9 "Your island of emotions"

Links to the competency frameworks	

	Each media production corresponds to a specific intention. It induces or provokes effects, emotions and conveys values and ideas that must be identified in order to develop a critical assessment of the message. The work on emotions is based on the various disciplinary expectations and cross-curricular objectives.
	
	English:
	 - Demonstrate understanding of a message/document (…) by answering questions or producing a drawing, a sentence or an action that shows some of the following elements:
	
	•
	  o …/…
	  o An emotion felt.
	
	- Put thoughts into words: expressing an emotion, a feeling.
	
	CAE
	 - When encountering a cultural or artistic element, reflect on the reason for the emotion felt.
	
	- Share and compare feelings, emotions and cultural experiences to grasp the full extent of diversity.
	
	Cross-sectional goals:

	- Knowing yourself and opening up to other people: Developing empathy for other people, whether they are close or far away geographically and, to do this, be able to identify and control one's own emotions and other people's emotions. **FMTTN Expectations — "Digital training" component:** - Identify which buttons to use to record sound and images, to insert text and save files. - *Content creation (P3)* - Produce and process simple media content (i.e., sound, image, photo, video, text). - *Content creation (P3)*
🇫🇷	Competencies of the Common base of knowledge, competencies and culture: • Understand and express yourself orally • Express yourself (emotions, opinions, preferences) and respect the expression of others • Act, express yourself, understand through artistic activities Specific competencies for media and information literacy: • Research, use and organise information (information and documentation skills) • Observe and experiment with different modes of expression, creation and content presentation • Discover and use digital tools to draw, communicate, research and find simple information. Moral and civic education competencies (EMC) • Identify and express emotions and feelings in a controlled way. • Good self-esteem and being capable of listening and showing empathy towards others. • Expressing one's opinion and respecting the opinion of others.
🇮🇹	The activities available cover the 4 areas in the national provisions for primary school: emotions and body, emotions and environment, emotions and art, emotions and technology. Curriculum competencies on which the application and the pathway are based: Recognising the expressions of primary emotions Understanding one's own state of mind Knowing the intensity of emotions

	Recognising the emotions of others As far as reading-writing competencies are concerned, the activity path consolidates digital reading-writing competencies via the mediation tool and visual materials.

Suggestion for distance learning adaptation

This activity path is also suitable for digital distance learning, as it is based on the use of tools, such as smartphones, which are available in most families. The activities may be shared synchronously with the teacher on distance learning platforms. The resources produced with the application can be saved as JPEGs or screenshots.

The various work phases may be completed remotely. While everything that is suggested in the following pages aims to motivate teachers and assist them in the activity, we are confident that experiences that call for the teachers' and the students' creativity and competencies will be much more fruitful.

Step 1: Our emotions facing images: first steps

GOALS
- Identify the words that express emotions   - Connect words and pictograms together by identifying the key characteristics of emotions   - Better recognise the emotions felt facing images   - Learn that images convey not only information, but emotions as well.

DISCIPLINARY COMPETENCIES REQUIRED

🇧🇪	**CAE** - Share and compare feelings, emotions and cultural experiences to grasp the full extent of diversity. (P3-P6) **FRALA** - Express a feeling, an opinion via a medium. (P2) - Link the meaningful information in the text to the clues in the illustration (P2) - Demonstrate understanding of a message/document (…) by answering questions or producing a drawing, a sentence or an action that shows some of the following elements: (.../...) an emotion felt (P2) - Put thoughts into words: expressing an emotion, a feeling (P4-P6) - Share and compare one's impressions, feelings. (P5)
🇫🇷	Competencies of the Common base of knowledge, competencies and culture: • Understand and express yourself orally • Express yourself (emotions, opinions, preferences) and respect the expression of others Specific competencies for media and information literacy: • Research, use and organise information (information and documentation skills) • Observe and experiment with different modes of expression, creation and content presentation Moral and civic education competencies (EMC) • Identify and express emotions and feelings in a controlled way. • Good self-esteem and being capable of listening and showing empathy towards others.

WITH THE CLASS GROUP - BACKGROUND INFORMATION TO HELP PREPARE THE ACTIVITY AT HOME

This itinerary starts with an activity at home: "*Our emotions*". In this activity, children are invited, with the help of their parents, to associate emotions with emoticons. In preparation for this activity, you can already start by introducing the concept of emotions as follows:

- Hand out A4 sheets of paper to the children, featuring the emoticons in activity 1: "*My emotions*" and ask them to cut these out (or give them pre-cut emoticons);
- Choose a story to read out loud, or a passage from a cartoon, a series of situations where one or several characters experience various emotions (happiness, fear, anger, etc.)
- Tell the children that in this content they will see or hear the story of one or several characters experiencing various emotions;
- Take some time to go over the concept of "emotion". You may give a few examples and encourage students to share some everyday situations where they experience specific emotions;
- Share the chosen content with the children and pause whenever emotions are expressed: ask them to raise the emoticon they think best represents the emotion expressed;
- Discuss how the emoticon is expressed in pictures: positioning of the mouth, eyebrows, etc.
- Finally, invite children to represent the emotions they felt while watching/listening to the content. To do so, give them additional blank emoticons.

At home, and with their parents, children should associate emotions with emoticons while discussing how these emotions are expressed, in particular when linked to digital uses.

THE ACTIVITY AT HOME - Activity 1: "Our emotions"

Previously, in class, the children discussed the theme of emotions and how to represent them using emoticons. The activity in the app is **a key step**:

- 8 emoticons and corresponding emotions are presented. Working together, children and parents must match emotions with corresponding emoticons. Discussion is encouraged while doing this activity: what does the adjective "happy" mean, for example? How can you tell if one of the faces is "happy"? During what activities, done together or separately, do parents and children experience this type of emotion?

Purpose:
During the class activity, the children grasped the concept of emotion and identified how to represent and convey an emotion using emoticons. The next step is to consolidate this knowledge in a fun manner and, gradually, to link emotions to situations the child and parents experienced together or individually.

Further information for parents
The goal of the activity in the app is to encourage a discussion about emotions. When debating, it is important to show consideration and to acknowledge the emotions expressed by the child

The activity suggested only makes sense insofar as it is fully experienced by the child and at least one parent. The application should really be considered as a means to facilitate exchanges.
Parents are encouraged to:
- Help children grow the vocabulary they use to express their emotions and feelings;
- Share their own emotions to help children learn how to hear and understand the emotions of others and the words to express them;
- Enjoy the pleasure of playing with their children by fostering dialogue and exchange, including emotional exchange.

As a transition with the upcoming in-class activity, ask parents and children to choose a book, a game, an image, etc. at home in which they identify one or several of the emotions discussed.

Back at school
Discuss the activity experienced at home and the material brought back by the children.

THE IN-CLASS ACTIVITY - Activity 2: "Which emotions and feelings? "

WITH THE CLASS GROUP

This activity involves observing images and writing down the emotions or feelings evoked by these images. Depending on the child's writing skills, let him or her write independently.

Emotions felt

- Review the "*My emotions*" activity completed at home with the application to consolidate what the children learnt about how to represent emotions using symbols.
- Create a space for discussing the activity experienced at home. Invite the children to share their experience and to comment on the document they chose to bring to school where a character expresses a specific emotion.
- The children have learnt how to represent and name emotions. Now, they can use these words to express the emotions they feel regarding certain content;
- Complete the list of emotions identified during the first activity, using a wheel of emotions, for example. Show the children that there are other types of emotions that can sometimes help to nuance matters or to express what someone feels in finer detail.
- Display these emotions and their variations for all to see. Show the emoticons for basic emotions and, next to them, the nearest or related emotions.
- Show the children a series of images, of various landscapes (a sunny beach, a landfill, a stormy sea, etc.) and invite them to identify what kind of emotion these images trigger. Mention the fact that not everyone may feel the same emotion facing the same image;
- Complete the app activity "Which emotions and feelings?"

The in-app task aims to further the reflection on the variety of existing emotions and how each person expresses them when observing an image. If there are enough tablets, divide the children into small groups. Otherwise, organise a rotation so that each group may, one after the other, complete the activity in the app, making sure to reset the activity every time.

The different steps in the app:
- The **first step** consists in observing each image attentively
- In the **second step**, the children take the time to identify what they feel when looking at the image and write it down on a piece of paper
- In the **third step,** children are invited to compare their emotions;
  Did they write down the same emotion?
  Does it evoke something for them (a shared moment, the holidays, etc.)?
- Finally, **the fourth step**, consists in entering the emotion(s) expressed, in the app and under the corresponding image (the same emotion expressed by several children should be entered only once)

Note:
In the "Which emotions and feelings" activity, images likely
to trigger emotions such as fear or anger were deliberately left out
as it was not considered a helpful approach. In class, or at home, teachers and
parents should also mention more difficult emotions, such as anger
and fear, as children are more likely to discuss difficult emotions
with adults they trust.

ADAPTATION FOR DISTANCE LEARNING

The activity maybe completed remotely, for example:
- Synchronously, using the distance learning platform: Go back over the emotions discussed before session 1. Then, project a wheel of emotions on screen and evoke emotions that haven't been discussed yet.
- Ask the parents and children to choose one of the "new" emotions presented and to find an image in their environment (in a book, an image on the smartphone, in a newspaper, magazine, etc.) that evokes said emotion;

- Invite the children to complete the "Which emotions and feelings" activity in the app with their parents.
- Asynchronously: Each student works on the wheel of emotions with his or her parents and discusses or finds out about the meaning of emotions they don't know.

Using the wheel of emotions and these discussions as a starting point, complete the "*Which emotions and feelings?*" in the app.

Step 2: Emotion designer

GOALS

Draw to better understand emotions, using nonverbal channels
Experience intersubjectivity in the nonverbal sphere as well

DISCIPLINARY COMPETENCIES REQUIRED

	CAE - Share and compare feelings, emotions and cultural experiences to grasp the full extent of diversity. (P3-P6) **FRALA** - Express a feeling, an opinion via a medium. (P2) - Link the meaningful information in the text to the clues in the illustration (P2) - Demonstrate understanding of a message/document (…) by answering questions or producing a drawing, a sentence or an action that shows some of the following elements: (…/…) an emotion felt (P2) - Put thoughts into words: expressing an emotion, a feeling (P4-P6) Share and compare one's impressions, feelings. (P5)
	Competencies of the Common base of knowledge, competencies and culture: • Understand and express yourself orally • Express yourself (emotions, opinions, preferences) and respect the expression of others Specific competencies for media and information literacy: • Observe and experiment with different modes of expression, creation and content presentation Moral and civic education competencies (EMC) • Identify and express emotions and feelings in a controlled way. • Good self-esteem and being capable of listening and showing empathy towards others. • Expressing one's opinion and respecting the opinion of others.

THE IN-CLASS ACTIVITY - Activity 3: "Emotion designer"

WITH THE CLASS GROUP

In class, the targeted concepts and competencies should be approached using analogue material (paper, drawing and craft materials), although this can also be done (and hence more quickly) digitally, using the application.   It is up to the teacher (or the parents) to choose which approach is preferable, and this will mostly on the number of tablets/smartphones available to students.

Drawing a catalogue of emotions

- In this activity, students draw (in analogue or digital mode) their own catalogue: eyes, mouth and nose, distinctive features (eyeglasses, monocle, beard, moustaches, etc.), that they will use later on to compose faces expressing emotions and feelings. They may draw inspiration from a collection of drawings presented in activity #3 in the MyAppEduc app (Activity 3: "*Emotion* designer").
- Using this initial "catalogue" of drawings sourced from comics, cartoons, video games, etc. as a starting point, the children refine their own catalogue by adding their new drawings. What do angry eyes and a laughing mouth look like? What are the different ways to draw a tear?
- Discuss with students what a graphic sign can express, using the repertoire they know. Here, the aim is to discuss the capacity of cartoons, comics and video games to express and convey the emotions of their characters to readers/players/spectators. Using these different elements, they compose faces expressing emotions that their peers must guess.

IN THE APP - ACTIVITY 3: "Emotion designer"

The in-app task aims to trigger discussions about the links between screens and emotions. Each student is encouraged
- As a **first step**, to pick from the available images (eyes, mouth, etc.) items to compose a face they could use to personalise their parents' smartphone.
- As a **second step**, to take a screenshot of the resulting composition and share it with parents and continue the discussion with them. Taking a screenshot of the children's productions will help them, once they are at home, to discuss it with their parents.

ADAPTATION FOR DISTANCE LEARNING

The activity may be completed remotely: the teacher invites students to create their own eye/ear and mouth catalogue, either by reproducing characters from comics, cartoons and video games, or by drawing inspiration from books and albums they have at home. It can also be fun to work with still images and drawing on a screen: that way, tablets, computers and televisions may become working surfaces and no longer just "passive" screens.

In this case, the activity can be carried out as follows:

- Synchronously: Introduce the in-app activity to the children. The teacher lays out the instructions for this task and asks students to work with their parents. They have at least a week to complete this activity. Using black cardboard and scissors, in synchronous mode still, the teacher can help the children created the suggested shapes and signs.
- Asynchronously: Each student works with his or her parents.

Synchronously: Compare the catalogues produced and the faces created, combined with the relevant emotions and feelings. Back at school, the walls of the classroom can be used for a small exhibition.

WITH THE CLASS GROUP - BACKGROUND INFORMATION TO HELP PREPARE THE ACTIVITY AT HOME

This activity can be completed in several ways: using cartoons produced on different continents to stimulate the students' observation and comprehension skills concerning the links between illustrations and meaning;

- Using illustrated albums, comics;
- Using children's magazines and ad hoc material (Bruno Munari faces, for example) or;
- Using Bla Bla Bla, Lorenzo Bravi's application

This will provide an interesting transition to continue emotion-related activities at home—see the following activity.

THE ACTIVITY AT HOME - Activity 4: "Discussing screens and emotions, as a family"

This is a **one-step activity**, that can be repeated depending on the number of characters chosen. The idea is for the child to discuss his or her favourite character (film, comics, novels, press, etc.), whether fictitious or not, and to draw a representation of this character (in the app or elsewhere) by identifying the character's emotions according to the situation/context.

Purpose:
Help the child become aware of the various emotions that are triggered by digital and media images, in particular by drawing them.
Further information for parents
Comment: The activity "Discussing emotions on screen as a family" helps to perceive the flow of emotions triggered by images, but in a different way than the previous activities: through drawing and identifying with the characters. Take time to do a digital drawing with your children, or at least to discuss your favourite character with them: one story leads to another and if your children hear you telling it, they will be able to do the same, and more spontaneously every time.

Back at school: The drawings are shown and shared with a large group if the child agrees.

ASSESSMENT LEADS

- Be able to carry out the first activity of the island successfully or be able to explain different choices.
- Be able to appropriately defend (if necessary) the terms suggested in the second activity: "Which emotions and feelings?"

Step 3 - My emotion gallery

<table>
<tr><td colspan="2" style="background-color:orange">GOALS</td></tr>
<tr><td colspan="2">
- Observe one's own consumption practices and related emotions for a given period of time
- Discuss with the class and family to raise awareness about this
- Discover who the parents' favourite characters are as a pretext to discuss emotions with them
</td></tr>
<tr><td colspan="2" style="background-color:orange">DISCIPLINARY COMPETENCIES REQUIRED</td></tr>
<tr><td>🇧🇪</td><td>

CAE
- Share and compare feelings, emotions and cultural experiences to grasp the full extent of diversity. (P3-P6)

FRALA
- Express a feeling, an opinion via a medium. (P2)
- Link the meaningful information in the text to the clues in the illustration (P2)
- Demonstrate understanding of a message/document (…) by answering questions or producing a drawing, a sentence or an action that shows some of the following elements: (.../...) an emotion felt (P2)
- Put thoughts into words: expressing an emotion, a feeling (P4-P6)

Share and compare one's impressions, feelings. (P5)
</td></tr>
<tr><td>🇫🇷</td><td>

Competencies of the Common base of knowledge, competencies and culture:
- Express yourself (emotions, opinions, preferences) and respect the expression of others
- Act, express yourself, understand through artistic activities

Specific competencies for media and information literacy:
- Observe and experiment with different modes of expression, creation and content presentation
- Discover and use digital tools to draw, communicate, research and find simple information.

Moral and civic education competencies (EMC)
- Identify and express emotions and feelings in a controlled way.
  - Expressing one's opinion and respecting the opinion of others.
</td></tr>
</table>

THE IN-CLASS ACTIVITY - Activity 5: "My emotion poster"

WITH THE CLASS GROUP

Representing your own emotions graphically

- Once students are familiar with the signs used to draw emotions and feelings, ask each student to design shapes that are likely to express his or her emotions, by drawing inspiration from the ones projected on screen by the teacher and presented in the application. Activity 5, "*My emotion poster*" offers geometric shapes and basic signs that can be combined together to create graphic images.

    Triangles, circles, half-circles, etc. can become eyes, mouths, noses and the features of a face capable of expressing emotions and feelings. Using paper sheets, students copy the shapes projected and play at constructing and deconstructing them.

- Another option to further the graphic exercise: produce shapes using cardboard to create composition modules that can be used again later to design emotions. This small paper/cardboard kit can also be used at home, in combination with the "digital composition" (such as the Tangram).
- Develop graphic work in view of creating posters.
- Then, discuss the various analogue (or digital) drawings and ask students to present their ideas and the link between the drawing and the emotions they meant to express.
- As a group, discuss the posters and set up a wall/art gallery in the classroom so every student can see the productions and use them for future activities.

IN THE APP - ACTIVITY 5: "My emotion poster"

This is a **one-step activity, repeated five time** (which corresponds to the number of final creations).

Using the graphic elements available in the app, children compose faces that express different emotions. They must create five in total.

ADAPTATION FOR DISTANCE LEARNING

The activity may be completed remotely on the distance learning platform. It can be carried out as follows:

- Synchronously: Introduce the in-app activity to the children. The teacher lays out the instructions for this task and asks students to work with their parents. They have at least a week to complete this activity.
- Asynchronously: Each student works with his or her parents.
- Synchronously: Share the created posters on the distance learning platform.   Back at school, the walls of the classroom can be used to hang up a small exhibition.

THE IN-CLASS ACTIVITY - Activity 6: "My emotion gallery"

WITH THE CLASS GROUP

Design and create your own small gallery

- Discuss with the students and ask them if they've ever visited a museum, a gallery, what they know about them, etc.
- Ask each student to design a miniature art/museum gallery model using cardboard (with folds, tabs as in pop-ups, cut-outs to assemble the different cardboard pieces, etc.). The purpose here is to make a simple paper model that will then be used for the students' productions. The teacher will prepare a few prototypes (at least 3) as a working basis for students, and also to let them know that they can explore different options (this is not just a simple task where everyone must do the same thing). Younger students may use boxes (i.e. shoe boxes).
- Reproduce to scale the posters created during the previous session and write a caption for each one, and include them in the "small museum". Captions are important because they help students clarify their emotions in writing.
- Set up an area in the classroom to accommodate all of the students' three-dimensional projects, and let the students move around and present their work of art and captions.

IN THE APP - ACTIVITY 6: "My emotion gallery"

The productions of this activity are directly taken from the activity ("*My emotion poster*"). The child's emotion gallery in the app was built using the faces created during this activity.

This in-app activity consists in **one main step** repeated as many times as there are faces created. In the gallery, children can write short captions to add to, complete or explain the poster and interact with it.

Once again, it might be interesting to try out different communication options with the students, using words and images. They may say the same thing in different ways. They may complement one another and, separately, bring additional information.

Display the productions on a big screen and then imagine staging a virtual museum: who will be

the guide? How could the public interact?

The analogue and the digital are combined to bring students significant experiences that can help them recognise emotions and feelings. Playing the role of a museum guide could be quite fascinating… There are two ways to approach this activity:
- At school, project the virtual gallery in the largest size possible (ideally by placing the beamer on the floor) and ask students to act out the scene as if they were in a shadow play. Caught in the light of the beamer, their shadows will accompany visitors on a tour of the five creations. The teacher can film the scene.
- At home, the work can be simplified and reduced to a short video (as a video guide) by asking the parents to record their child for 30 seconds to 1 minute. So, even at home, the gallery experience can be an opportunity for parents and children to get to know each other better and spend some time together.

In class, discuss with students what they learnt during these activities.

ADAPTATION FOR DISTANCE LEARNING

The activity can be carried out remotely: the teacher encourages the children to create their own art gallery with their parents. Preparing posters and captions together can be a rewarding experience for everyone, help children improve their vocabulary and practice digital writing, as well as better understand the interactions between texts and images.

The activity should proceed as follows:
Synchronously: Explain the task to the children. The teacher explains the task and can show a few videos illustrating the "inside" of a museum or an art gallery. He/she invites the children to become the guardians or the guides of their own gallery or museum by filming a short video. The teacher gives them 15 days to perform this task.

- Asynchronously: Each student works with his or her parents. Together, they build the gallery, combining images and emotions. They film a short video in which the child guides his or her classmates through the gallery.

Synchronously: Share the videos and screenshots taken. Back at school, it should be particularly interesting to project the galleries in a huge size, using a beamer placed on the floor. This will make the students seem as if they were "inside" their museum in real size, doing a live presentation for their classmates. The exhibition posters can be produced in analogue or digital format: the paper format can be hung up on the wall and stay there a few days to highlight the students' work.
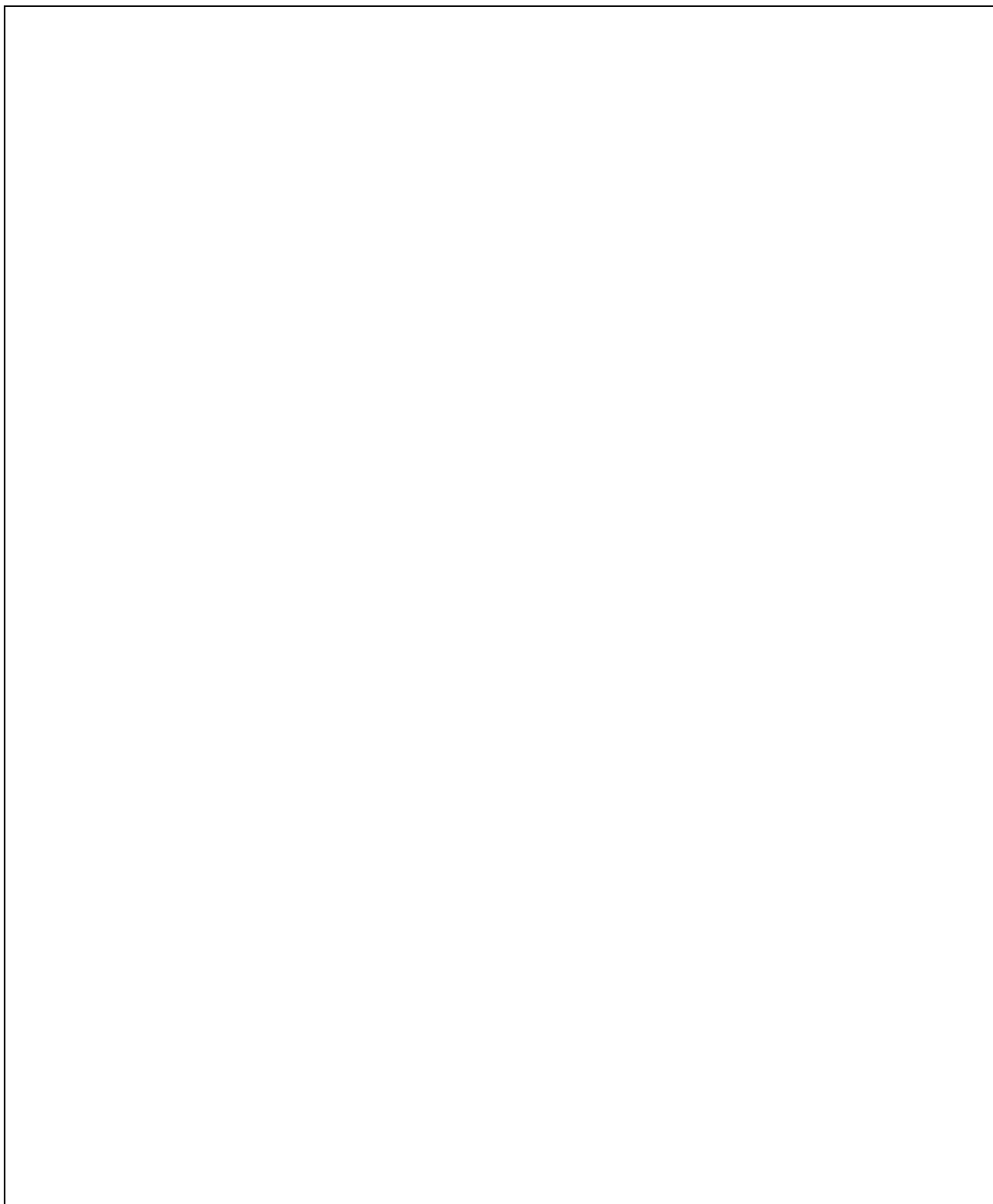
WITH THE CLASS GROUP - BACKGROUND INFORMATION TO HELP PREPARE THE ACTIVITY AT THE LIBRARY:

Lending a voice to your characters

In class and to continue their work on how to recognise and represent emotions, the children designed their own "emotion gallery". They now know how to put words on represented emotions and how to design faces that express emotions, using various shapes.

Now, how about giving the characters they created a voice?

The teacher prepares a selection of voices and/or sounds—that he or she recorded or found on an online sound bank. This can be a sentence pronounced with different intonations, or different sentences with their own intonations each, etc. The idea is to have the children listen to these various recordings while looking at their image gallery. Depending on the emotion expressed, they must choose the most appropriate voice for each of the faces in the gallery.

This should be followed by a discussion on the relationship between sounds and emotions— higher, lower, slower or faster sounds and what they evoke, as well as the context in which they are played, which is a good prelude to the library activity: Activity 7, "*Images, sounds and emotions*".

THE ACTIVITY AT THE LIBRARY - ACTIVITY 7 "Images, sounds and emotions", part of the workshop "Lend your voice to books!"

The workshop "*Lend your voice to books*" and the complementary app activity, "*images, sounds and emotions*" is meant to encourage children to pay attention to the emotions evoked by

sounds. Using the resources available at the library, they associate the sounds in the app with selected book covers and, lastly, they invite their classmates to listen to a passage read from the book with accompanying music, thus creating an atmosphere, and specific emotions! As a **first step** and in keeping with the island theme, the children create an "emotion-weather map".

As a **second step**, using the app, the children associate the emoticons used for the emotion-weather map with the suggested sounds - Activity 7 "*Images, sounds and emotions*", first part.

As a **third step**, the librarian projects one or several examples of filmed albums—book passages read while a soundtrack is playing.

In the **fourth step**, in small groups, the children choose books in the library whose cover evoke the emotions shown in the app.

Finally, in the **fifth and last step**, in small groups still, the children prepare to read out a passage from the book they chose and which evokes a particular emotion. They divide up the roles and then read their passage out loud to the class, to the soundtrack.

Purpose:

This workshop is meant to help students distinguish the different components of a content—images, sounds, etc.—and how, when "set to music" these can induce certain types of emotions in the receiver.

- First, project the application onto a screen (by connecting the tablet to the interactive whiteboard or to the beamer) to encourage collective work and connect to activity #8 on the island of digital emotions, "*My emotion diary*".
- Divide students into groups of four to work on the activity collectively using large sheets of A3 paper, and black and coloured markers. This in-app activity may be carried out in an analogue and collective way: the children draw a large-sized copy of the (projected) representation of the application and, together, decide what caption and media practices they want to add.
- In groups, they complete their list of uses and assign a different colour to each emotion or feeling. The students decide together what colours to apply on the available squares. If their comments are about individual or generic experiences, then this exercise will help them to stay on topic, to use words and arguments to better express themselves and understand one another. Only once they work on their own, using the app, will their activity be more closely linked to their daily life: every day for seven days, the children must colour their practices, uses and content used (see the activity at home).
- Back with the rest of the class group, each smaller group presents its captions and assessments to the rest of the class (in analogue mode). The groups listen to each other and ask questions as the story develops and becomes more detailed.
- Develop a digital synthesis based on the discussions and the groups' presentations. Try to produce a collective synthesis and integrate it to the in-app activity. The teacher helps the children agree on a common caption, so that everyone may have the same starting tool for their weekly diary.
- Although students may customise their caption, it is important that they should complete this task using the same initial caption.
- During the first work phase, students understood that many interpretations and variables were possible. This is why it is necessary to find a common measuring tool for everyone: the caption in this case.

If the teacher has more time, the caption can be developed more slowly, drawing inspiration from an analysis of the links between colours and emotions. This will help reflect on stereotypes, collect all the students' interpretations, mention new emotions that don't exist in their mother tongue, and associate them with a colour.
For example, the Finns use the word "Kaukokaipuu" to qualify the nostalgic memory of a

place where one has never been. What could be the colour of kaukokaipuu?

THE ACTIVITY AT HOME - Activity 8: "My emotion diary"

Following the preparatory work in class, explain the instructions and objectives of activity 8 "*My emotion diary*" to students, an activity that they must complete at home with their parents, over a period of one week minimum. The starting point of this diary is the collective caption developed in class that the children can adapt to their own diary.

Further information for parents:
Parents should note that this is not "mandatory" homework, but rather an opportunity to encourage emotional education in the daily situations the child may face. Without too much pressure, the diary becomes an opportunity to introduce the topic of emotions and feelings into traditional and digital media use and consumption practices.

Comment: "The emotion diary" is a complex activity which calls for consistency. The diary may be kept for only one day or used at two different times during the school year, in order to observe the evolution of the students' stories.

Back at school:
With the parents' assistance, the teacher will have previously collected screenshots or asked students to draw, on paper, what they created digitally. The key point is to value cooperation within families and make them understand that this is a collaborative journey for adults and children, teachers and parents.

Ask how the activity went at home with the family and encourage sharing and mutual listening.

ADAPTATION FOR DISTANCE LEARNING

The activity may be completed remotely: it requires strong participation on behalf of parents and values consumption uses and practices at home. The teacher should take the time to meet the parents, if only for 30 minutes. This will help parents understand the importance of their role and involvement.

The activity should proceed as follows:
- Synchronously: Explain the in-app task to students. The teacher lays out the instructions for this task and asks students to work with their parents. He/she gives them 15 days to complete the activity.
- Asynchronously: Each student works with his or her parents.

Synchronously: Share experiences and stories. The drawings made during activity 4 can be collected and projected on screen for discussion purposes. Back at school, students can build a collective and visual synthesis by collecting all the diaries.

WITH THE CLASS GROUP - BACKGROUND INFORMATION TO HELP PREPARE THE ACTIVITY AT THE LIBRARY:

In class and at home, the children linked everything they learnt—identification, representation of emotions—to their screen uses. Their emotion diary will have been a valuable discussion tool with their family, helping to tackle the sometimes delicate issue of screen use with the right tools, and in the most serene manner possible. The library workshop, which concludes the journey dedicated to emotions, helps to complete the overview of the children's and their family's digital practices. This is a workshop designed for a family audience. However, teachers and librarians alike are very welcome to take matters in hand and adapt the workshop to a school audience.

Prior to this workshop, and since it encourages taking a further step in terms of abstraction, create a caption that associates symbols with specific digital practices:
- With the children, analyse a series of maps/content with captions—road map, clothes labels, hiking itinerary, city map, restaurant menu with special indications for specific diets, etc.
- Make them aware of the logic behind these contents: use of symbols rather than long sentences, quicker to read, simple symbols, etc.
- Optionally, invite the children to notice captioned content in their environment and discuss it in class.

THE ACTIVITY AT THE LIBRARY - Activity 3: "Your island of emotions", part of the workshop "Building your island of digital emotions"

The workshop "*Building your island of digital emotions*" and its complementary activity in the app, "*Your island of emotions*", give children and their families an overview of their digital practices and related emotions. On a collective map, children and parent groups match their digital technology uses with symbols, ensuring each use is clear and understandable to all by means of a specific caption.

The **first step** in the app requires the children to pick their favourite symbols from a list.
The **second step** consists in associating each chosen symbol with a digital practice defined together with the parents. Each symbol must be captioned to describe a digital family practice. The captioned symbols should then be placed on a map depicting the child's or the family's digital practices map.
The third step consists in collectively creating a captioned map. Prior to this, the librarian hangs an A3 paper map on the wall. Each group will, in turn, place one or several symbols (in paper version) on this map while explaining what practice the symbol(s) illustrates to the rest of the group, and also possibly explaining the related emotion.

Purpose: A unique forum for parent-child discussion, this workshop aims to help children not only to learn how to read captioned symbols on a map, but also to create their own map.

ASSESSMENT LEADS

Teachers can evaluate the full extent of the students' self-assessment: how do they talk about their experiences, how detailed are their descriptions? Or, conversely, how many words do they lack to describe and share their experiences?

Suggestions for the assessment

MyAppEduc, as an educational tool for digital media literacy based on a school-family-library partnership, should be assessed on several levels:

- The children's/**students' acquisition of skills**. To do this, several assessment leads are suggested throughout the activities in this education handbook;

- The children's **experience of MyAppEduc (relevance, contents, etc.) on their own at first, then with their family and finally at school**. To this end, an activity is available on the application's global map (three stars on the top right of the MyAppEduc welcome screen, above the three islands). Children should do this activity first on their own, then with their family. The key results of this activity can be communicated to the teacher who can use them to conduct an assessment at class level.

- The **teacher-parent collaboration**. Certain tools (questionnaire, interview, focus groups) are used during the experimentation phase of the project (2021-2022). Contact the project leaders for access to these tools.

SPECIFIC GOALS
- Assess the experience of using a digital application. - Know how to assess specific digital content such as an application.

SESSION STRUCTURE

First step:

- In class, show students that part of the application concerns their thoughts on and their evaluation of the tool (the app) and the experiences that arose from journeying through the islands in the application.

- Go back over the main questions with students to discuss their meaning and tell them that, at home, using the application, they can write what they think:

  - 1) Did you like the application?
  - 2) Did you discover new things?
  - 3) What was your favourite activity?
  - 4) What was the most difficult activity for you?
  - 5) How many activities did you complete?
  - 6) How many times did you play together?

Second step, to be completed as a family (see below).

Third step:

- Create posters to hang in the classroom, spaced out on different walls. The posters show only a title and the rest is blank. Each title corresponds to the questions in the application.

- Each child receives 5 sticker notes on which to write down his or her answers, previously discussed with the family.

- The children tour the posters displayed in the classroom and stick the post-it notes on the corresponding poster, under each question. All the children's contributions will be added to the posters which can then be taken off the walls.

- Divide the children in working groups of 3 or 4. Each group receives a poster, reads their classmates' answers and tries to sum them up and present them to the rest of the class. This summary may be open-ended (children decide what to report about what they read) or it can be more structured by providing a few useful questions, such as: did all the classmates answer the questions? Are there similar answers given by several classmates? What are these answers? Are there any answers that caught your attention? Why? Are there answers you agree with? Or that you don't agree with?

- Discuss these group analyses together.

Fourth step:

- Perform an assessment activity with designing tools: "Can you suggest and design new activities around the islands' themes?" The teacher puts this question to the class and the answer is structured by a visual design.

- Show students the A4 sheet included as an annex to this handbook (at the end) and print out a copy for each.

- Hand out a copy to each student and give them some time to work on their suggestion (this can take from 30 to 60 minutes).

- Once students have completed the designing activity, show and discuss their propositions. Give them enough time to present their work.

Fifth step:

- Display the last activity in the application: "*Like an AppStore*".
- Introduce the activity to the students by trying to reflect collectively on the meaning of "assessment", critical review.
- Complete the activity collectively: assessments and suggestions for improvement can be shared by the children, then entered into the app.
- Keep a trace of this work by asking students to draw the activity in their workbooks, to copy the projection displayed by the teacher and write down any comments and suggestions.
- Consider the fact that not only did students reflect on the thematic content of the three islands, but that they also learnt how to establish a critical and creative link with the "app" object. Assessing downloaded applications, searching for quality content that contributes to life (in as many ways as possible) is now something that the whole class has experienced.

ADAPTATION FOR DISTANCE LEARNING

The activity can be done remotely: the teacher may invite the children to complete the activity at home using the application, even with their mom and dad.

In this case, they should proceed as follows:
- Synchronously: Introduction to the in-app task . The teacher explains the task to the children and asks each individual question, one by one. If the children have the use of a tablet or a smartphone, they may be allowed some time to answer and share their answers. The 5 questions become the central focus of the work as the synchronous lesson progresses.
- Asynchronously: Each student works on the activity sheet "Can you suggest and design new activities around the island themes?" The teacher can send each student the sheet and ask them to complete it with their own suggestions and propositions.
- Synchronously: The students' propositions are shared with everyone. The teacher introduces the last activity in the app, which involves a critical review. The teacher introduces the topic and lets students express their doubts and ask questions. He or she then asks them to work asynchronously using the application.
- Asynchronously: The class completes the last activity in the application, which consists in writing a review. The children take screenshots and send them to their teacher. They may also save them for later to share during the synchronous lesson.

- Synchronously: The teacher enquires about the review and assessment activity and asks the children to show their work. Those who wish to do so share their work with the others. The teacher also draws their attention to the fact that not only did they reflect on the thematic content of the three islands, but that they also learnt how to establish a critical and creative link with the "app" object. Assessing downloaded applications, searching for quality content that contributes to life (in as many ways as possible) is now something that the whole class has experienced.

THE ACTIVITY AT HOME

The application: My assessment

Purpose: Discuss the features and potential of apps with the children in a very concrete way so that they get into the habit of thinking critically.

Further information for parents: Parents are encouraged to participate in the proposed assessment activities as these are an opportunity to reflect on the uses, quality criteria, play and activity experiences proposed and their impact on the children's daily lives.

- As a family, discuss the assessment questions suggested. Fill in the assessment activity part directly in the application.

- Take a screenshot of your entry and send it to the teacher who will collect all the work completed at home.

Back at school: The children should also share their work using the app with their class, during a time dedicated to assessment, which is essential for consolidating general competencies such as knowing how to reflect on one's experiences, particularly in relation to the digital world, knowing how to evaluate "new" digital objects and contents that are becoming an increasing part of everyday life for utility or entertainment purposes. So, it should not be considered as a secondary part of the task, and we encourage teachers and parents alike to take this assessment process as a time for dialogue and creativity, because activities such as design call upon imagination skills and an observation of reality which are usually implicit.

Contact

More information is available at www.myappeduc.eu
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